State of Alabama

2020 Combined Plan for WIOA

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State of Alabama
10-31-2019

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I. WIOA STATE PLAN TYPE

A. Combined State Plan

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

Plan Type	Description	Alabama
Unified State Plan.	This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program.	No
Combined State Plan.	This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.	Yes

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B. Combined Plan Partner Program(s)

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

Partner Programs	Alabama
Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)	Yes
Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)	Yes
Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))	Yes
Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o)))	No
Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))	No
Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)	Yes
Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)	No
Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))	Yes
Employment and training activities carried out by the Department of Housing and Urban Development	No
Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))	No
Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))]	No

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II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. Economic, Workforce, and Workforce Development Activities Analysis

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

1. Economic and Workforce Analysis

(A) Economic Analysis

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

<u>Recession and Recovery</u>

In 2008 when the last economic recession hit, Alabama lagged the rest of the nation in the effects. The recession began in Alabama in 2009, with its most significant economic losses. When the rest of the nation started pulling out of the recession, Alabama again lagged. In 2015, construction still had not yet begun to recover, and economists wondered if it would ever get back to prerecession levels. Federal, state, and local government budgets suffered tremendously during the recession, and cutbacks occurred at all levels. Federal budget constraints hurt the state's military operations and the federal research contracts in the state. This led to fewer jobs and a slower recovery.

In 2016 when states began to see their unemployment rates finally decline, Alabama had the highest rates in the Southeast Region, and were in the top five highest in the nation; however, the data reflected some confidence in the recovery with civilian labor force numbers rising. In just two short years, Alabama not only recovered from the recession, but it also reached historic high levels of civilian labor force and number of people employed. The latest data, September 2019, the civilian labor force was a historic high of 2,261,077, with only 66,919 people in the state classified as unemployed, equating to a record low unemployment rate of 3.0%.

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Table: Population by Workforce Development Region

Alabama Works Region	1990 Census	2000 Census	2010 Census	2018 Estimate	Change 2000-2010	Percent Change	Change 2010-2018	Percent Change
North	876,519	996,565	1,103,284	1,149,346	106,719	10.7	46,062	4.2
East	335,387	370,774	383,099	373,625	12,325	3.3	-9,474	-2.5
West	286,383	305,545	328,717	326,242	23,172	7.6	7,525	2.3
Central Six	940,268	1,031,412	1,105,132	1,129,401	73,720	7.1	24,269	2.2
Central	622,805	695,681	741,877	755,801	46,196	6.6	13,924	1.9
Southeast	335,242	354,943	378,812	377,819	23,869	6.7	-993	-0.3
Southwest	623,983	692,180	738,815	765,637	46,635	6.7	26,822	3.6
Alabama	4,040,587	4,447,100	4,779,736	4,887,871	332,636	7.5	108,135	2.3
United States	248,709,873	281,421,906	308,745,538	327,167,434	27,323,632	9.7	18,421,896	6.0

Source: Center for Business and Economic Research, The University of Alabama and U.S. Census Bureau.

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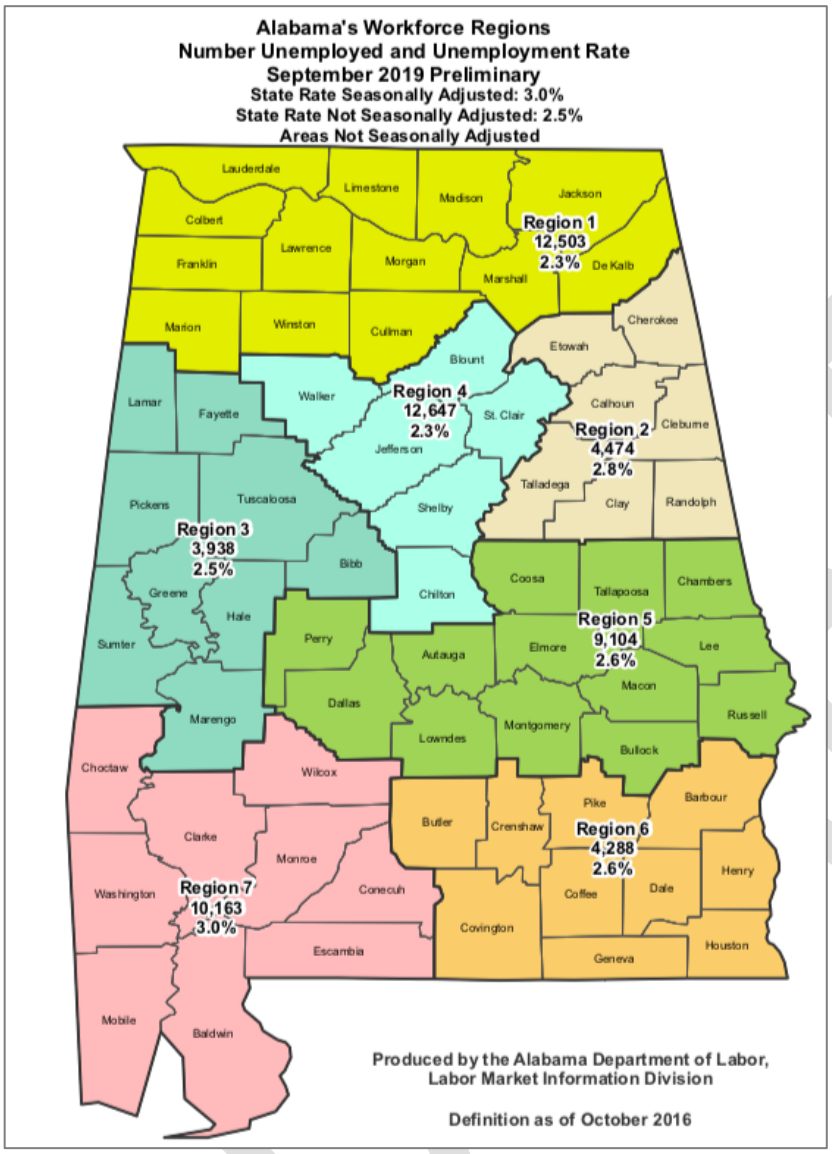
Alabama's Manufacturing Environment in the 21st Century



Historically, the economy in the United States has thrived from its manufacturing industries. At the turn of the 21st century, many states had shifted away from manufacturing, due to cheaper labor overseas. Alabama is one of only 5 states in the nation where manufacturing was the largest industry every year since 1990. The 21st century began with an influx of new major automotive manufacturers into the state, making up for thousands of textile and apparel manufacturing jobs lost over the past two decades.

While auto manufacturers did suffer during the recession, they have experienced increases in auto sales and exports since, which has led to additional shifts and more employees. This, in turn, had a positive effect on the output of the parts suppliers in the state. The resurgence in automotive manufacturing has also led to additional transportation manufacturers locating in the state. Aerospace Manufacturing has always had a large presence due to Marshall Space Center in Huntsville, Alabama, but since 2000 this industry has expanded into new regions of the state to become a major aerospace presence across the nation. Since 2011, the state's exports have risen over 21.0 percent. Alabama produced a record $21.7 billion in exports in 2017.

Alabama's Population and Population Growth

The Alabama population count of almost 4.9 million for 2018 was 2.3 percent more than the estimated 4.8 million state population in 2010. The state's population growth was lower than the nation's 6.0 percent population increase over the 2010-2018 period. During that period, the population grew faster for North and West AlabamaWorks regions than for the state. During the 2010-2018 period, North AlabamaWorks had the highest population growth at 4.2 percent, followed

by Southwest AlabamaWorks (SAWDC) with 3.6 percent, and Central Six at 2.3 percent. East AlabamaWorks had a population decline of -2.5 percent and Southeast AlabamaWorks had a population decline of -0.3 percent. the lowest population growth at 3.3 percent.

Based on the 2018 Census Bureau estimates, the population in the state is 69.1 percent White, 26.8 percent Black, 1.5 percent Asian, and 0.7 percent American Indian. The largest percentage of the White population lives in north Alabama, while the largest percentage of the Black population lives in central Alabama. Mobile County has the largest percentage of Washington County—7.8 percent and Escambia County—3.9 percent have the state's largest population of American Indians. The counties with the largest Asian population are Lee County—4.2 percent followed by Sumter County—2.0 percent. The largest percentage of the Asian population resides in Jefferson and Madison Counties. The latest Hispanic population figure for the state 4.4 percent of the state's population, which is an increase from 3.4 percent in 2010. The counties with the largest percentage of Hispanic population are Franklin – 17.8 percent, DeKalb – 14.8 percent, and Marshall – 14.3 percent, all counties in the north part of the state.

The population in the state continues to age at a fast pace. In 2000, only 22.4 percent of the population was over the age of 55, while in 2017, 31 percent of the population was over 55. At 22.0 percent, older workers (age 55 and over) constitute a significant and growing part of total nonagricultural employment. The share of older workers age 55 and over across the workforce investment areas ranged from 20.7 percent for West AlabamaWorks to 23.3 percent for Southeast. To meet long-term occupational projections for growth and replacement, labor force participation of younger residents must increase; additionally, older workers may need to be incentivized to work longer.

Alabama's Employment and Income Levels

During 2014, wage and salary employment for the state averaged 1.86 million, still lower than the pre-recession level of 1.95 million. Alabama's total employment dropped to an annual average of 1.81 million at the height of the recession. Since 2014, wage and salary employment has reached over 2 million, gaining 81,000 jobs through 2017, 32,500 of them since 2016. The industry sector with the largest effect on the state's economy continues to be manufacturing, with $19.43 billion in manufactured goods exports in 2016. In the 20th century, the majority of manufacturing in the state consisted of nondurable goods, such as textiles, apparel, food, and paper. Due to changes in trade agreements and many manufacturers moving out of the country due to labor costs, these industries are no longer the primary source of income for the state. In the 21st century, durable goods manufacturing industries have risen to the forefront, through extensive economic development efforts, to replace those thousands of jobs lost in nondurable goods. Transportation manufacturing has had the greatest impact, presently making up 25 percent of the manufacturing employment in the state. Between 2010 and 2016, manufactured goods exports grew by nearly 52 percent. This success is due to the great dedication and effort of the state's economic development efforts. In July of 2011, Alabama created an economic development strategic plan for the state: *Accelerate Alabama*.

Since then, all targeted industries within this state plan have seen new and expanding industries, creating thousands of additional jobs.

Overview of Alabama's Workforce Development Regions & Regional Workforce Councils

In 2016, the state had 10 regional workforce development councils that worked with industry to ensure they had trained workers to meet the demand of those high demand industries. In 2017, the leadership of the Alabama Workforce Council along with partner agencies of WIOA and the WIOA State Board decided to reduce the regions to seven. At the same time, state WIOA leadership worked toward increasing the number of local WIOA boards from 3 to 7 and matched those regions to the 7 regional workforce councils (RWCs). Each of the regions has boards consisting of industry leaders, educators, economic developers, and community leaders. The RWCs are arranged as 501c3 organizations with executive directors and are primarily funded by the state through the Alabama Department of Commerce.

Southwest Alabama Workforce Development Council (SAWDC) was the first of these in Alabama. This region includes the Mobile and Daphne/Fairhope/Foley metropolitan areas. In 2017, the Mobile local WIOA board expanded to the same geographic area of SAWDC and became the Southwest Alabama Partnership for Training and Employment (SWAPTE). The Jefferson County local WIOA board expanded to the geographic area of the Central Six Workforce Development Council and became Central Alabama Partnership for Training and Employment (CAPTE). The remaining counties that were previously part of the third local state board were divided into the geographic areas of the other 5 RWCs and function under the same names. Each of the 7 regions in the state varies economically. All include at least one metropolitan area, which often drives the economy and jobs in the region. All of the regions also include at least one four-year college or university.

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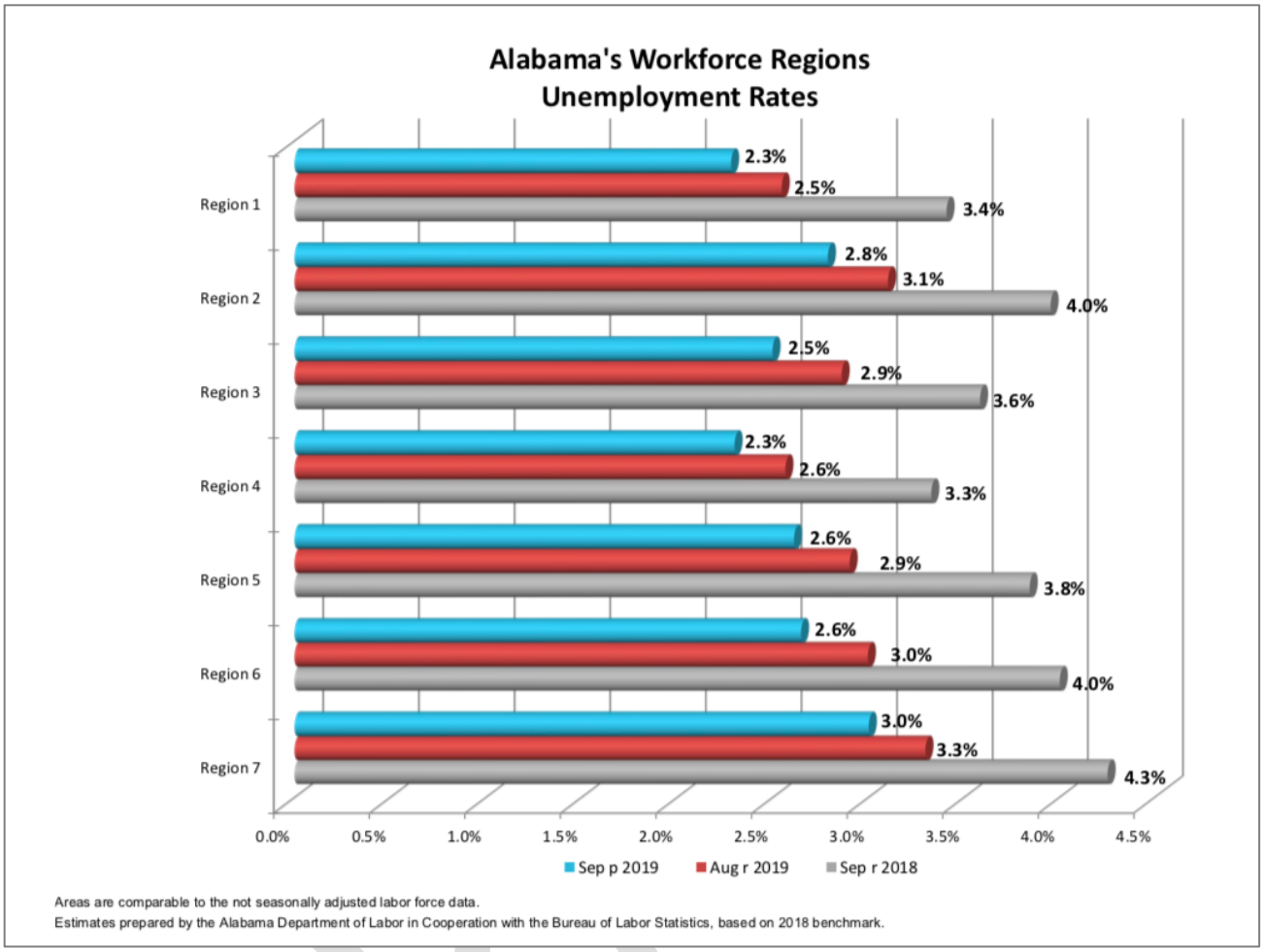
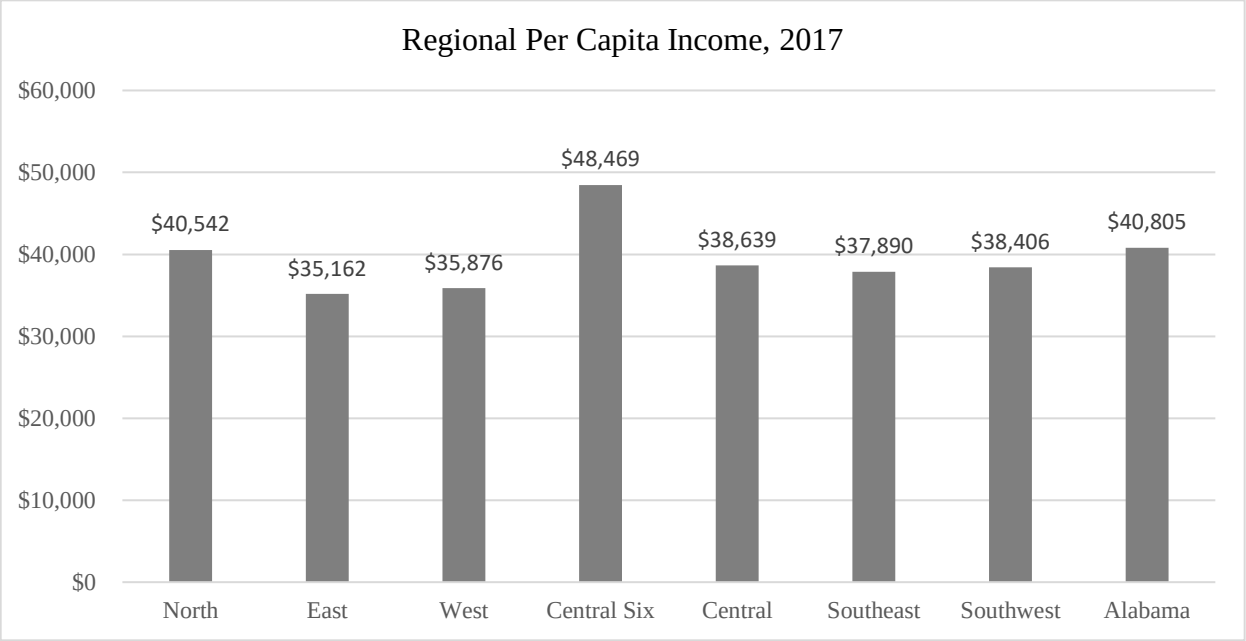


North Alabama Works

North Alabama Works encompasses three metropolitan areas: Huntsville, Decatur, and Florence/Muscle Shoals. The estimated population in 2018 was 1,134,607, which is a 1.3 percent gain since 2016. The per capita income in 2017 was $40,542, which is $263 less than the state average. Total employment in March 2019 was 518,284 519,107, which is up -1.2 percent decline from 2016. Manufacturing employs the largest percentage of the workforce in the region, at 19.2 percent. This region is highly-regarded for its nationally recognized high-tech hub in the Huntsville metro. With the second-largest research and development park in the United States, the area is home to a large array of fortune 500 companies, local and international high-tech companies, and U.S. space and defense agencies. This center for research and development employs nearly half of the state's total architecture and engineering occupations and a third of the computer and mathematical occupations. Employment in the Federal government has declined 4.2 percent since 2009 in the region.



Source: U.S. Bureau of Economic Analysis and Center for Business and Economic Research, the University of Alabama

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Table: AlabamaWorks Labor Force Information				
2018 Annual Average				
	Labor Force	Employed	Unemployed	Rate (%)
North	528,133	508,764	19,369	3.7
East	156,912	150,233	6,679	4.3
West	151,424	145,368	6,056	4.0
Central Six	536,202	517,292	18,910	3.5
Central	339,056	325,319	13,737	4.1
Southeast	158,136	151,399	6,737	4.3
Southwest	328,981	313,976	15,005	4.6
Alabama	2,198,837	2,112,347	86,490	3.9
United States	162,075,000	155,761,000	6,314,000	3.9
March 2019				
	Labor Force	Employed	Unemployed	Rate (%)
North	537,159	518,284	18,875	3.5
East	159,457	152,921	6,536	4.1
West	154,840	149,113	5,727	3.7
Central Six	546,056	527,579	18.477	3.4
Central	343,823	330,580	13,243	3.9
Southeast	160,267	153,842	6,425	4.0
Southwest	334,099	319,517	14,582	4.4
Alabama	2,235,701	2,151,836	83,865	3.8
United States	162,823,000	156,441,000	6,382,000	3.9
Note: Not seasonally adjusted.				

Along with the rest of the state, this region has experienced immense growth in transportation and manufacturing occupations. For several years motor vehicle body and trailer manufacturing was a large part of the economy in the western portion of the region. In addition, Toyota has operated an engine manufacturing plant in the Huntsville area since 2003, but since the 2008 recession, the region has attracted numerous motor vehicle parts manufacturers. Employment in this industry has increased by 53 percent since 2009. In January 2018, Toyota announced plans to build a $1.6 billion plant located between Decatur and Huntsville that will employ up to 4,000 people. Toyota's new presence will certainly increase the business for surrounding parts and metals manufacturers in the region and statewide. Although the Huntsville metro is centered on technology, many of the surrounding counties in the region still depend on agriculture, with an estimate of over 2,234 employed in agriculture. The region continues to be a large producer of poultry, cattle, corn, and

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cotton. In September 2019, the unemployment rate for the region was 2.3 percent, 12,503 unemployed workers, which is lower than the state rate of 3.0 percent.

East Alabama Works

East Alabama Works includes the Gadsden and Anniston metropolitan areas. In 2018 the region's population estimate was 373,625, a loss of 2.5 percent from 2016. The population in the two metro areas in the region make up over 55 percent of the region's population. These metro areas had a population decline of over 9,475 people since 2010. Per capita income in the region was $35,162, approximately 13.9 percent below the state average of $40,805 in 2018. The largest percentage of the workforce in the region is employed in manufacturing industries. Total employment in 2018 was 152,921, up 5.7 percent since 2016. Although manufacturing has grown slightly in the region since 2014, 2.7 percent, the region is still trying to replace textile and apparel jobs that moved overseas. These industries dominated the manufacturing base in the region prior to the year 2000. These industries employed 7,740 in 2000, and only 1,588 jobs remained in 2016. Fortunately, the area landed a major automobile manufacturing plant in 2001, which also attracted parts suppliers to the area. Transportation manufacturing employment has grown 22.5 percent since 2010, with an employment of 9,225 in 2016. The latest unemployment data for the region shows that in March 2019 the region had approximately 4,474 unemployed, equaling a 2.8 percent unemployment rate.

West Alabama Works

West Alabama Works includes the Tuscaloosa metropolitan area; however, the surrounding counties in the region are considered rural. The region had an estimated population of 336,242 in 2018, with the majority residing in Tuscaloosa County. Per capita income in the region is $4,929 less than the state average, with an estimate in 2018 of $35,876. Tuscaloosa County makes up approximately 66.4 percent of the region's total employment. Educational Services is the dominant industry in Tuscaloosa County, with the University of Alabama located there. The region, as a whole, experiences a large impact on manufacturing. Total employment has grown by 2.2 percent since 2014, reaching 138,548 in 2016. While the region has experienced significant losses in apparel, petroleum, and coal product manufacturing, transportation manufacturing in the region has grown, as it has in the rest of the state. The transportation manufacturing industry, employing 7,200 people in 2016, experienced over 15.3 percent growth since 2014. In September 2019, the region had an estimated 3,938 people unemployed, with a rate of 2.5 percent.

CAPTE

The most heavily populated region in the state is the Central Alabama Partnership for Training & Education (CAPTE), which consists of the Birmingham metropolitan area. The 2018 population estimate was 1,129,401, showing an increase from 2016 of 2.2 percent. The region's per capita income is above the state average at $48,469. Nearly 24.5 percent of the state's workforce is located within the region, with a total employment of 527,579 in 2018. This region is centrally located in the state with a six-spoke interstate system. This makes it a perfect location for regional distribution centers. The region is also the financial center of the state, with approximately 34,900 employed in

finance and insurance industries. This is 48 percent of the state's finance and insurance industries. According to the Federal Reserve, Birmingham has nearly $220 billion in bank assets, ranking it as the second-largest banking center in the South and 11th nationally. The corporate headquarters for four financial institutions and several major insurance companies are located in the region. The CAPTE region also leads the state in health care services and medical research. The University of Alabama at Birmingham (UAB) is the fourth-largest academic medical center in the United States, and it ranks 44th out of 965 institutions in the National Science Foundation Total R&D Expenditures. Furthermore, UAB's University Hospital is the third-largest public hospital in the nation. The region's September unemployment rate was 2.8 percent, with 4,474 unemployed.

Central Alabama Works

Central Alabama Works comprises 13 counties and includes the Montgomery and Auburn/Opelika Metropolitan areas. The 2018 population estimate for this region is 755,801, which represents 15.5 percent of the total state population. In 2018, the per capita income was $38,639, 5.4 percent lower than the state average. A large number of veterans live in this region, with the presence of the Maxwell Air Force Base in Montgomery County. Total employment in the region was estimated at 330,580 in 20168, which is a gain of 16,837 since 2016. Like most of the other regions of the state, Central Alabama Works has experienced immense employment growth in transportation manufacturing industries. With the location of a major automobile manufacturing plant in the region, employment has grown 31.4 percent in automotive manufacturing and 17.9 percent in automotive parts manufacturing since 2014. The region has also enjoyed growth in aerospace manufacturing, with continued stable growth and employment over 1,000. Another major industry in the area is education services, due to the presence of several major universities, such as Auburn, Tuskegee, Alabama State, AUM, Huntingdon, Faulkner, Troy Montgomery, and also many community colleges in the region. A study by the Association of Public and Land-grant Universities reported that Auburn had a $5.1 billion economic impact in the state in 2014. Chemical manufacturing employment has grown 3.7 percent since 2014. Furthermore, the region has seen stable employment in fabricated metal product manufacturing with just under 3,000 employed. The latest unemployment figures for September 2019 show that an estimated 9,104 people were unemployed, producing a 2.6 percent unemployment rate, which is below the state average of 3.0 percent.

Southeast Alabama Works

Southeast Alabama Works includes the Dothan metropolitan area and surrounding counties. The population in the region remained stable with an estimate of 378,906 in 2018. During the same period, Coffee County showed the most population growth of 3.9 percent reaching 51,909. Military veterans are a huge part of this region, with the latest figures showing that an estimated 34,000 in the region are veterans, the highest in the state. Houston County had the highest percentage of veterans, with an estimated 8,800 residing there. Coffee county had the highest per capita income in the region, at $42,076 in 2018, slightly higher than the state average. The region's 2018 per capita income was $37,890, which was $2,915 below the state average. This region is home to a major

university, military base, and a strong presence in aviation training. Additionally, the region still holds a major role, both in the state and nation, in agriculture production. The area continues to be a large producer of cotton, peanuts, and poultry, and eggs. Total employment in the region in 2018 was estimated at 153,842. In September 2019, the unemployment rate was 2.6 percent, slightly lower than the state average, with 4,288 people unemployed.

SWAPTE

Southwest Alabama Partnership for Training & Education (SWAPTE), encompasses the southwest region of the state. This area consists of the Mobile and the Daphne-Fairhope-Foley metropolitan areas, which contains the vast majority of the region's population. The latest population estimates for the region are 765,637. Per capita income for the region in 2018 was $38,406, $2,399 below the state average. Total employment in March 2019 was 319,517, and manufacturing employment has remained stable, with growth around 1.0 percent. Primary metal manufacturing employs over 4,000, and transportation equipment manufacturing has grown to over 7,700 employed, most of the growth being in ship manufacturing. In 2017, Amazon announced the opening of a $30 million Distribution Center and Walmart also announced a distribution center in the area, establishing the area as a hub for distribution centers demonstrating growth of 16.3 percent in warehousing and storage since 2014. In the region, the September 2019 data shows that approximately 10,163 people were unemployed, which equates to a regional unemployment rate of 3.0 percent, which equals the state average.

(i) Existing Demand Industry Sectors and Occupations

Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

Alabama's number one manufacturing export is in transportation equipment manufacturing, to include aerospace, automotive, and shipbuilding. At the height of the recession, transportation manufacturing dropped down to 45,692 employed, but since 2010 has grown over 39.8 percent, with automotive parts manufacturing growing the most at 89.7 percent. Ship and boat building had a slight downturn in 2010, possibly affected by budget cuts and fewer federal contracts. However, it quickly jumped back up to 3,640 in 2011 and continues to increase every year, with 2018 employment of 4,890. Due to economic development efforts, thousands of new jobs have been announced for the coming years. Alabama's Air National Guard's 187th Fighter Wing in Montgomery will be home to the F-35 jets, which are key to the nation's future military needs. This will bring more aerospace jobs to the central region. Furthermore, thousands of jobs were announced around the state with companies like Boeing, Airbus, Aerojet Rocketdyne, and Lear. This will boost the need for jobs like avionics technicians and various other engineering and engineering technician jobs. The state will also gain another major automotive manufacturer in North Alabama. Toyota announced that it would open a plant to build both Toyotas and Mazdas creating around 4,000 new jobs in the state. Thousands of additional parts manufacturing and other jobs will follow to supply this new plant. The state is going to have to produce thousands more

trained workers in jobs such as CNC operators, machinists, fabricators, industrial machinery mechanics, industrial maintenance specialists, and other skilled manufacturing jobs that require some training and education beyond high school.

One of the industries that was hardest hit by the recession was Construction. In 2008 employment in construction totaled over 105,000 in Alabama. In one short year, that total was down over 15,000. When recover began and unemployment rates started to slowly decline in 2015, Construction employment continued to decline. In 2016 Construction employment in the state was only approximately 83,000. But with major new industries bringing new construction projects within the last two years, and infrastructure improvements to roads and bridges across the state, Construction employment finally increased. In 2018, employment was over 87,000, which surpassed the level in 2010. While the industry has not reached pre-recession employment levels, it's expected that growth will continue over the next few years. After many people lost their jobs during the recession, many who were at retirement age never returned to work, which caused the industry to lose some of its highest experienced and skilled workers. Now that the industry is recovering, employers are finding it extremely difficult to find experienced midlevel managers. They are also having problems hiring individuals for many of the skilled trade positions, such as electricians, HVAC techs, heavy equipment operators, and cost estimators.

While distribution, like most industries, took a hit during the recession, it has steadily increased in employment since 2010. Warehousing has especially grown, with an increase of nearly 47.0 percent since 2010, and over 1,500 new jobs announced in 2016-2017. In the last two years, nearly 12,000 jobs have been added statewide in the transportation and warehousing industry. Companies like Amazon, Walmart, Publix, Facebook, and several others have all contributed to this large increase in employment. Regions 1, 4, and 5 added the most jobs totaling over 7,800 of the total. Several new jobs in food and beverage distribution were announced across the state, many in the Birmingham metro area. For at least five years, heavy and tractor-trailer truck drivers have had the highest number of online job ads statewide, averaging over 2,500 each month. With the increases in distribution and warehousing, plus increases in manufacturing, demand for qualified truck drivers will likely increase. Furthermore, these new companies are going to require hundreds of customer service reps, computer user support specialists, and warehouse jobs requiring industrial equipment operation and maintenance.

Information Technology, another targeted industry cluster. The largest industry in the information technology cluster is business support services. This industry has grown at a steady pace, even during the recession, of over 63.0 percent since 2000. The Huntsville area is the prime location for IT industries in the state.

The fact that the baby boomers are hitting retirement age and people are living longer is having a large impact on the health care system. Additionally, there are many more specialized jobs in healthcare than in the past, because healthcare costs have risen, and so has demand for healthcare.

While hospitals have experienced small but steady growth every year since 2010, most of the growth in health care employment comes from industries that provide more focused care. Industries such as outpatient care centers, home health care services, and specialized health practitioners have doubled in employment since 2010. In addition, employment in residential disability, mental health, and substance facilities have grown 226.0 percent since the turn of the century. Continuing care retirement and assisted living facilities have also doubled in employment. Furthermore, as the population ages, so does the workforce in the health care industry. In Alabama in 2018, 21.0 percent of the health care workforce was over the age of 55. With the projection, for the period 2016-2026, of nearly 60,000 new jobs in health care, combined with an increasing number of workers retiring, the demand for healthcare workers will continue to increase.

One of the industries within the healthcare sector that has experienced a large amount of growth is individual and family services. According to a study published in 2018 by the National Center for Health Workforce Analysis, the nation is beginning to experience a severe shortage of qualified workers in these fields, mainly due to the increase of individuals with mental health and substance abuse problems who are seeking treatment. While Psychiatrists are not classified in this particular subsector of healthcare, the shortage for these professionals is problematic. According to the 2019 Occupational Employment and Wage Survey conducted by the Alabama Department of Labor in partnership with the US Department of Labor, Bureau of Labor Statistics, there are only 130 psychiatrists in the entire state. Individual and Family Services consists of various counselors such as school counselors, healthcare social workers, residential advisors, substance abuse counselors, etc. Since 2016 employment in this industry has grown only 3.1 percent, while the need continues to grow at a much faster pace.

Table: Alabama Agriculture Facts (Alabama Leading Commodities for Cash Receipts, 2016)

2016 Highlighted Crops	Cash Receipts	U.S. Ranking
All Commodities	**$4.95 billion**	**27**
Broilers	$2.86 billion	4
Cattle & Calves	$416 million	29
Chicken Eggs	$367 million	7
Cotton	$199 million	6
Peanuts	$116 million	3
Aquaculture	$119 million	2

Source: USDA, NASS, Southern Regional Field Office. Retrieved from http://www.nass.usda.gov/Statistics_by_State/Alabama

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Table: Top Occupations for Food Products Cluster

Top Occupations for Food Products Cluster	2016 Employment	Mean Hourly
Meat, Poultry, and Fish Cutters and Trimmers	11,290	$11.60
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	24,940	$31.10
Helpers--Production Workers	16,350	$12.35
Packers and Packagers, Hand	8,010	$11.66
Food Cooking Machine Operators and Tenders	***	$13.73
Packaging and Filling Machine Operators and Tenders	3,690	$14.18
Laborers and Freight, Stock, and Material Movers, Hand	42,190	$12.38
Industrial Machinery Mechanics	10,060	$25.30
Cleaners of Vehicles and Equipment	5,320	$11.48

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

Table: Top Occupations for Forest Products Cluster

Top Occupations for Forest Products Cluster	2016 Employment	Mean Hourly
Paper Goods Machine Setters, Operators, and Tenders	1,860	$19.61
Sawing Machine Setters, Operators, and Tenders, Wood	2,630	$13.38
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	2,530	$13.52
Logging Equipment Operators	2,880	$17.89
Cabinetmakers and Bench Carpenters	2,350	$14.66
Helpers--Production Workers	16,350	$12.35
Team Assemblers	37,800	$17.30
Industrial Machinery Mechanics	10,060	$25.30

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

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Table: Top Occupations for Aerospace Cluster

Top Occupations for Aerospace Cluster	2016 Employment	Mean Hourly
Computer Programmers	6,460	$41.26
Software Developers, Applications	4,960	$46.15
Software Developers, Systems Software	4,460	$49.53
Computer Systems Analysts	4,510	$39.67
Computer User Support Specialists	6,030	$23.17
Aircraft Mechanics and Service Technicians	2,940	$33.55
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1,490	$25.65

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

Table: Top Occupations for Automotive Cluster

Top Occupations for Automotive Cluster	2016 Employment	Mean Hourly
Team Assemblers	37,800	$17.30
Inspectors, Testers, Sorters, Samplers, and Weighers	11,480	$17.11
Industrial Machinery Mechanics	10,060	$25.30
Tire Builders	1,600	$26.36
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	5,840	$15.91
Industrial Engineers	4,430	$42.49
Engine and Other Machine Assemblers	1,630	$22.68
Computer-Controlled Machine Tool Operators, Metal and Plastic	1,700	$18.39
Assemblers and Fabricators, All Other	3,920	$13.40

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

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Table:. Top Occupations for Bioscience Cluster

Top Occupations for Bioscience Cluster	2016 Employment	Mean Hourly
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	24,940	$31.10
Dental Laboratory Technicians	960	$18.03
Chemical Plant and System Operators	1,200	$33.38
Medical and Clinical Laboratory Technologists	2,520	$26.78
Medical and Clinical Laboratory Technicians	2,160	$17.55
Phlebotomists	2,260	$14.51
Inspectors, Testers, Sorters, Samplers, and Weighers	11,480	$17.11
Customer Service Representatives	30,670	$16.02
Packers and Packagers, Hand	8,010	$11.66

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

Table: Top Occupations for Chemicals Cluster

Top Occupations for Chemicals Cluster	2016 Employment	Mean Hourly
Chemical Equipment Operators and Tenders	1,780	$26.82
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	2,120	$15.97
Inspectors, Testers, Sorters, Samplers, and Weighers	11,480	$17.11
Packers and Packagers, Hand	8,010	$11.66
Industrial Machinery Mechanics	10,060	$25.30
Mixing and Blending Machine Setters, Operators, and Tenders	2,230	$19.79
Chemical Plant and System Operators	1,200	$33.38
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	1,690	$17.53
Industrial Truck and Tractor Operators	10,210	$16.13

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

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Table: Top Occupations for Corporate Operations Cluster

Top Occupations for Corporate Operations Cluster	2016 Employment	Mean Hourly
Customer Service Representatives	30,670	$16.02
Telemarketers	2,460	$11.54
General and Operations Managers	28,060	$61.17
Bill and Account Collectors	5,010	$16.87
Bookkeeping, Accounting, and Auditing Clerks	24,500	$18.34
Accountants and Auditors	16,810	$33.85
Office Clerks, General	44,500	$12.43
Computer User Support Specialists	6,030	$23.17

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

Table: Top Occupations for Distribution Cluster

Top Occupations for Distribution Cluster	2016 Employment	Mean Hourly
Heavy and Tractor-Trailer Truck Drivers	34,440	$19.71
Laborers and Freight, Stock, and Material Movers, Hand	42,190	$12.38
Industrial Truck and Tractor Operators	10,210	$16.13
Stock Clerks and Order Fillers	22,830	$12.33
Packers and Packagers, Hand	8,010	$11.66
Shipping, Receiving, and Traffic Clerks	8,520	$15.88
Sales Representatives, Wholesale and Manufacturing, Except Technical an	24,940	$31.10
Light Truck or Delivery Services Drivers	11,920	$14.94

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

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Table: Top Occupations for Information Technology Cluster		
Top Occupations for Information Technology Cluster	**2016 Employment**	**Mean Hourly**
Computer User Support Specialists	6,030	$23.17
Computer Programmers	6,460	$41.26
Software Developers, Applications	4,960	$46.15
Management Analysts	5,870	$46.68
Computer Systems Analysts	4,510	$39.67
Software Developers, Systems Software	4,460	$49.53
Network and Computer Systems Administrators	4,700	$35.49
Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.		

Table: Top Occupations for Sheet Metal and Ship Manufacturing Cluster		
Top Occupations for Sheet Metal and Ship Manufacturing Cluster	**2016 Employment**	**Mean Hourly**
Welders, Cutters, Solderers, and Brazers	9,830	$19.65
Machinists	6,800	$21.21
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	5,840	$15.91
Team Assemblers	37,800	$17.30
Industrial Machinery Mechanics	10,060	$25.30
Layout Workers, Metal and Plastic	830	$18.71
Helpers--Production Workers	16,350	$12.35
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	760	$24.75
Structural Metal Fabricators and Fitters	2,530	$18.19
Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.		

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Table: Top Occupations for Healthcare Cluster		
Top Occupations for Healthcare Cluster	**2016 Employment**	**Mean Hourly**
Registered Nurses	47,050	$28.14
Nursing Assistants	23,820	$11.44
Licensed Practical and Licensed Vocational Nurses	14,530	$17.95
Personal Care Aides	14,880	$9.27
Medical Assistants	6,800	$13.75
Home Health Aides	5,490	$10.10
Office Clerks, General	44,500	$12.43
Receptionists and Information Clerks	13,840	$12.55
Secretaries and Administrative Assistants	46,680	$17.14
Medical Secretaries	4,920	$16.22
Billing and Posting Clerks	7,620	$16.55
Radiologic Technologists	3,540	$23.50
Dental Hygienists	3,140	$22.13
Dental Assistants	3,500	$16.35
Emergency Medical Technicians and Paramedics	3,880	$14.17
Medical Records and Health Information Technicians	2,760	$17.17

Source: 2017 release of the Occupational Employment Statistics (OES) Report in cooperation with the Bureau of Labor Statistics; wage data aged using the most current Employment Cost Index (ECI) factors. Note: Data reflects wages across all industries, not specifically to respective industry cluster.

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(ii) Emerging Demand Industry Sectors and Occupations

Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Alabama's strategic plan for economic development is also targeting industries that are associated with Enabling Technology, due to the increased use of nanotechnology and robotics used in many of the large automotive production plants in Alabama and surrounding states. To show the dedication to prepare the workforce for these types of jobs, the State of Alabama, Calhoun Community College, AIDT, and robotics industry leaders across the nation collaborated to build the robotics technology park. The park consists of three training facilities, each targeted to a specific industry need. While the industries associated with this cluster show minimal growth thus far, over 1,000 additional jobs have recently been announced specifically for this high tech cluster, and many of the new manufacturers in the state employ the use of robotics and other advanced technology in their plants. In 2018 an Air Force innovation hub, MGMWERX, began operations in Montgomery, AL. MGMWERX is a partnership with the Air Force Research Laboratory and will take ideas generated

from the Air University at Maxwell AFB to further develop them to solve technological and efficiency challenges within the military.

Cyber Security is an emerging industry, another cluster which overlaps the Enabling Technology cluster. Huntsville in North Alabama is home to the second-largest research park in the United States, Cummings Research Park, with over 400 companies that include Fortune 500 companies, local and international high-tech enterprises, and US space and defense agencies. It also includes a thriving business incubator and competitive higher education institutions. In 2016 the Air Force created a cyber college and headquartered it at Maxwell Air Force Base in Montgomery, where Air University is located. The capacity of this training reaches airmen around the world. It brings in both local and external experts in cybersecurity to teach these courses. Many of these experts come from the Maxwell-Gunter Annex in Montgomery, where IT services are provided to the air force, and also where cyber defense is handled for the Air force. Due to the military's needs for this cyber training, Montgomery became the first of only four cities in the Southeast, and first in the state, with an Internet Exchange. Furthermore, Maxwell, in partnership with the City of Montgomery, the County, and the State plan to build an innovation center, which will be a place where leading experts from across the country in tech advancements can work with the military toward advancements. This will create a huge advantage for economic development in the region.

The average monthly wage across all industries in the state was $3,817. New hire monthly earnings averaged $2,489 or 65.2 percent of the average monthly wage. The highest average monthly wages were for professional, scientific, and technical services at $6,146; utilities at $6,124; mining at $6,116; and finance and insurance at $5,486. Accommodation and food services paid the least at $1,620. Mining had the highest average monthly new hire wage at $5,411, followed by professional, scientific, and technical services at $4,877 and utilities at $4,649. Accommodation and food services paid newly hired workers the least, $1,163. The leading industries did not provide the highest wages. Of the top five employers, only manufacturing paid wages above the state average. The highest wages were in smaller industry sectors—mining; professional, scientific, and technical services; utilities; and finance and insurance.

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(iii) Employers' Employment Needs

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

In 2013, The Alabama Department of Labor conducted a skills survey. Over 5,000 employers from manufacturing, construction, and utilities responded. The most significant findings appeared in the area of soft skills. The overwhelming problem employers faced is attendance problems with their staff. In addition, when asked the top reasons for not hiring candidates for open positions, the top reason was that candidates did not pass a drug test. Since employers only perform drug tests on individuals they believe to be viable, qualified candidates, it's conceivable that these are skilled people whose barrier to employment is substance abuse. This survey published five years ago, still holds true across all industries in Alabama. Employers still speak of the same problems hiring and maintaining their workforce.

The seven regional workforce councils in the state are charged with connecting with industries in the region to assist them with their hiring needs for trained, skilled workers. Many of these regional councils conduct industry-specific meetings with business leaders to determine the most pressing occupational needs so that the councils can connect with educational providers in the area to provide training, in cooperation with industry leaders, to fulfill those needs. Each workforce council develops target industry clusters and occupations based on feedback from industry in their regions. Below are the latest

In 2016, only 32 percent of jobs were in occupations that typically require formal postsecondary education for entry. Within this group, jobs in occupations that require a Bachelor's degree for entry held the largest share at 18 percent. Occupations requiring a high school diploma or equivalent and less than high school made up 68 percent of jobs in 2016. All occupations requiring postsecondary education are projected to grow faster through 2026 than the state's total average growth at 9.1 percent. Occupations requiring postsecondary non-degree award or associate degree are expected to grow 10 percent through the 2016-2026 period. When categorized by on-the-job training levels, internship/residency jobs are expected to have the most growth over the period at 11.7 percent.

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(B) Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section three of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State.

(i) Employment and Unemployment.

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

Alabama was one of the last states in the nation to experience significant drops in unemployment after the recession. A slow recovery and shifts in the state's economic structure kept unemployment significantly higher than the national average. While the state's unemployment started decreasing in 2016, the national average was dropping at a much faster speed. In January of 2017 the state's unemployment rate was nearly 1.5% higher than the national, and by the end of the year the state's rate was in line with the national and projected to continue falling. During a majority of 2018, Alabama's unemployment closely resembled the national average, with the lowest rate of 3.7% in September and November. Alabama ended 2017 with 2,081,676 employed and—by the end of 2018 with 2,112,347—surpassed the highest number of people employed in the state since figures have been recorded. An annual average of only 86,490 people were unemployed statewide in 2018.

Alabama's record-breaking labor force trends have continued into 2019. Economists in the state projected job growth in 2019 to equal approximately 22,200 more jobs. As of September, the state has increased over double that amount, with an additional 46,600 and 2,194,158 wage and salary jobs. In eight consecutive months, Alabama's job growth rate either equaled or surpassed the nation, August's over-the-year growth at 2.3% while the nation was only 1.4%. The seasonally adjusted, preliminary unemployment number for September in Alabama was a low 66,919, equaling a 3.0% statewide unemployment rate. In addition, more people have entered, or reentered, the civilian labor force with the abundance of opportunities available creating a historical high of 2,261,077.

Unemployment rates for Alabama's seven regions by the end of 2018 ranged from a low of 3.6% in Region 4 to a high of 5.9% in Region 7. September 2019 estimates show Region 7 still with the highest unemployment rate, a mere 3.0%, with the remaining regions experiencing even lower rates, lowest at 2.3% in regions 1 and 4. By the end of 2018, there were no counties in the state with double-digit unemployment rates. Wilcox County, which has traditionally ranked in the Top 5 in the nation for highest unemployment rates, dropped to its lowest of 7.8% in November 2018. By September 2019, only 2 counties had an unemployment rate higher than 5.2%, Dallas right at the 5.2 mark and Wilcox at 6.2%.

According to the Bureau of Labor Statistics, youth unemployment rates dropped in 2018. Youth age 16 to 19, experienced an estimated unemployment rate of 12.5% in 2018, approximately half of the

2017 rate of 24.4%. Labor Force participants between the ages of 20 and 24 also experienced lower unemployment from 2017 to 2018, dropping from 14.6% to 6.8%. When examining the rates by race and sex, the unemployment rate for Black males was 4.8% higher than White males, as it also was for Black females compared to White females. While black males still showed the highest unemployment rate among demographic groups, it dropped from 12.8% in 2017 down to 7.4% in 2018.

Table: Unemployment Rate by Demographics

	Unemployment Rate (%)
Age	
16-19 years	12.5
20-24 years	6.8
25-34 years	4.7
35-44 years	3.9
45-54 years	2.2
55-64 years	1.7
65 years and over	3.6
Race and Hispanic or Latino Origin	
White alone	2.8
Black or African American alone	6.9
Hispanic or Latino Ethnicity	4.6

Source: Alabama Department of Labor, Local Area Unemployment Statistics; Expanded State Employment Status Demographic Data. Note: Data represents preliminary 2018 annual average.

Alabama's labor force participation rate has fallen from 61.4 percent in 2007 to 56 percent in 2017, a series low for the state and one of the five lowest in the nation. The labor force participation rate is defined as the percentage of civilian noninstitutionalized population age 16 and over who are employed or seeking employment. In May of 2019, data published by BLS indicated that Alabama had the third-lowest labor force participation rate in the nation, at 57.9 percent, behind West Virginia and Mississippi. There have been some improvements in labor force participation, as annual average 2018 showed a 1 percent increase in the percent of the noninstitutionalized population participating in the labor force, 57.4, from 2017. While Alabama still has one of the lowest participation rates in the nation, it had the largest increase over the year of all Southeast states. The largest increases in the labor force came from white men, adding approximately 26,000, and women. In addition, around 25,000 youth aged 16-19 entered the labor force over the year. Adult age groups with the largest increases in labor force participation came from age 35-44, majority being women, and age 65 and over, most of these men.

While there were many improvements, there were also people who dropped out of the civilian labor force over the year. Approximately 7,000 more black men dropped out of the labor force, increasing the total of nonparticipants to 189,000. Additionally, there were more nonparticipants within the Hispanic population in 2018 to a total of 46,000. Women dominated this increase in the Hispanic population. The age groups that experienced the largest decrease in labor force participation over the year were 25-34 and 45-54. Within the 25-34 group, most of the decrease was attributed to black males. In the 45-54 age group, increases appeared across all demographics, with an estimate of 172,000 in 2018 not in the labor force.

In 2018, the measure of labor underutilization in Alabama was 7.3 percent, 3.1 percent lower than 2017, and lower than the national rate of 7.7 percent. This measure includes the unemployed, those employed part-time, and those marginally attached to the labor force. According to the Current Population Survey (CPS), Alabama had an average of 86,800 unemployed residents in 2018. Approximately 51,900 workers were employed part-time for economic reasons, which is referred to as involuntary part-time. These people were either part-time because the businesses they worked for were experiencing poor business conditions or were unable to find full-time employment. People marginally attached to the labor force are those who are not presently working, but would like to work, are available to work, and have looked for work within the last year, but have not searched within the last four weeks. In Alabama, the marginally attached in 2018 was approximately 24,900. The number of discouraged workers in the state, which is a subset of the marginally attached, was around 8,000, accounting for 32 percent of all marginally attached.

The latest census figures for 2017 estimate the population in the state age 16 to 19 is 259,380. Over 38,700 were not enrolled in school, and nearly 14,800 were not enrolled in school or participating in the labor force. In Alabama in 2017, there were approximately 67,339 youth age 14 to 21 employed in the workforce, 59 percent of them working in retail trade and accommodation and food services, earning an average monthly wage of $866. Nearly 4,056 youth worked in manufacturing, earning an average monthly wage of $1,732. 4,019 youth worked in health care with an average monthly wage of $1,026. 4,621 youth worked in administrative and support and waste management services with an average monthly wage of $1,278.

According to the SSI Annual Statistical Report 2017, Alabama ranks seventh in the nation in the percentage of the population who are receiving disability social security benefits (3.4 percent). This is an improvement from the previous year when the state ranked second in the nation. Census estimates from 2017 reveal that approximately 775,390 people in the state have a disability, 39.5 percent over the age of 65. Nearly 137,700 disabled persons were in the labor force in 2017, with over 21,000 of them unemployed. In 2017, 57.2 percent of those unemployed had some form of cognitive difficulty, which is defined as a disability that affects the brain, making it harder to do normal tasks that most people can perform. Approximately 13,048 of the working disabled persons were still below the poverty level within the previous twelve months, while 9,185, approximately 44 percent, of the unemployed were below poverty level. Within the households receiving food stamps

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or SNAP, in the past twelve months, 46 percent of households included one or more persons with a disability, no significant change from 2016.

Table: Disabled in the Labor Force			
Disability	Employed	Unemployed	Not in Labor Force
Total	**112,030**	**14,628**	**291,771**
Hearing difficulty	30,834	2,346	35,898
Vision difficulty	25,967	2,461	50,923
Cognitive difficulty	35,092	8,363	134,976
Ambulatory difficulty	39,971	4,998	185,445
Self-care difficulty	7,540	1,934	65,668
Independent living difficulty	15,897	4,838	133,099
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year; Table B18120.			

Table: Households and Families Receiving Food Stamps	
	Receiving Food Stamps
Households Receiving Food Stamps	**278,382**
Households with one or more people in the household 60 years and over	77,986
Households with children under 18 years	146,828
Households below poverty level	158,060
Households with one or more people with a disability	128,224
Household median income ($) in past 12 months	16,871
Families Receiving Food Stamps	**194,742**
Families with no workers in past 12 months	52,736
Families with 1 worker in past 12 months	96,328
Families with 2 or more workers in past 12 months	45,678
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year; Table S2201.	

In 2017, Alabama had the 20th largest veteran population in the country. (VA National Center for Veterans Analysis and Statistics). The state is home to five military bases: Maxwell-Gunter AFB, Montgomery; Anniston Army Depot, Bynum; Fort Rucker, Dale; Redstone Arsenal; and, Aviation Training Center Coast Guard, Mobile. In addition, Alabama is home to the fifth-largest Army

National Guard in the nation, with a total force of approximately 13,000. According to the US Department of Veterans Affairs, the veteran population in the state in 2017 was 369,962, 9.8 percent of the adult population. Over 43 percent of the state's veterans were 65 or older. Around 24 percent of the veterans live in Region 1 and 20 percent live in Region 4.

A high percentage of veterans usually participate in the labor force, with Alabama's rate of 69.9 percent in 2017. Over 65.0 percent of the veteran population in the state has at least some education beyond high school, with 27 percent holding a bachelor's degree or higher. While the unemployment rate in 2017 averaged around 5.8 percent, the rate for veterans was 3.8 percent (ACS 2017). Still, there are many who need additional assistance due to disabilities which are often incurred during military service. Nearly 24,866 veterans were below poverty level in 2017 (ACS 2017). In addition, the Department of Veterans Affairs (VA) National Center for Veterans Analysis and Statistics estimated that 98,577 veterans in the state were receiving disability compensation.

Table: Veteran Population

	Veterans
Civilian population 18 years and over	341,642
Median Income in the Past 12 Months	
Civilian population 18 years and over	$37,948
Educational Attainment	
Less than high school graduate	23,981
High school graduate (includes equivalency)	95,628
Some college or Associate degree	126,964
Bachelor's degree or higher	91,067
Employment Status	
Labor force participation rate	70.0%
Unemployment rate	7.4%
Poverty Status	
Income in the past 12 months below poverty level	25,403
Disability Status	
With any disability	103,132

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year; Table S2101.

An additional source of skilled labor exists in a pool of workers who are considered underemployed. The underemployed present a significant pool of labor because they tend to respond to job opportunities that they believe are better for reasons that include (i) higher income, (ii) more benefits, (iii) superior terms and conditions of employment, and (iv) a better match with skills,

training, and experience. The underemployed also creates opportunities for entry-level workers as they leave lower-paying jobs for better-paying ones. Underemployment rates for counties, AlabamaWorks regions, and the state were determined from an extensive survey of the state's workforce. A total of 8,845 complete responses were obtained. About 45 percent (4,022 respondents) were employed, of whom 918 stated that they were underemployed. Among the regions, underemployment ranged from 19.9 percent for North AlabamaWorks to 26.0 percent for East region. Central Six has the most available labor, followed by North. The two regions account for about 44 percent of the state's available labor pool. Among counties, Hale County had the highest rate of underemployment at 41.5 percent and Marshall had the lowest with 10.0 percent. Twenty-nine counties had underemployment rates above the state's 22.8 percent.

From most important to the least, the main reasons for being underemployed are low wages at available jobs, a lack of job opportunities in their area, living too far from jobs, other family or personal obligations, owning a house in their area, other undisclosed reasons, and childcare responsibilities. Non-workers cite retirement, disability or other health concerns, social security limitations, low wages at available jobs, undisclosed reasons, and a lack of job opportunities in their area as reasons for their status. Such workers may become part of the labor force if their problems can be addressed. Indeed, a recent study found that the flow of labor force nonparticipants to employment status was 60 percent more than that of unemployed workers who gain employment. This implies that the state's available labor pool could be larger than estimated in this report.

The statewide underemployment rate was 22.8 percent in 2018. Applying this rate to March 2019 labor force data means that 491,049 employed Alabama residents were underemployed (Table ??). Adding the unemployed gives a total available labor pool of 574,914 statewide. This is 6.9 times the number of unemployed and is a more realistic measure of the available labor pool in the state. Prospective employers must be able to offer the underemployed higher wages, better benefits or terms of employment, or some other incentives to induce them to change jobs. The underemployed workers are willing to commute farther and longer for a better job. For one-way commute, 45.9 percent of the underemployed are prepared to add 20 or more minutes to their one-way commute and 34.6 percent are willing to add 20 or more extra miles for a better job.

Most workers (78.2 percent) are satisfied or completely satisfied with their jobs. Workers are most satisfied with the work that they do and least satisfied with the earnings they receive. Fewer underemployed workers are satisfied with their jobs (59.4 percent). The underemployed are more dissatisfied with their earnings and most satisfied with their work shift. Workers are generally willing to train for a new or better job, with the underemployed being much more willing (66.8 percent vs. 55.1 percent). However, the willingness to train is strongly influenced by who pays for the cost of training. Workers typically do not wish to pay for the training and so their willingness is highest when the cost is fully borne by the government and lowest when the trainee must pay the full costs. The underemployed workers are more willing to train for the new or better job even if they must bear the full cost.

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Table: Impact of Opioids on Prime-Age Labor Force Participation, 1999-2015		
Gender	**Prime-Age Labor Force Participation Rate, 1999-2015 (in percentage points)**	**Workers, 2015 (in thousands)**
Total	-2.6	-46.3
Men	-2.3	-19.3
Women	-2.9	-27.0

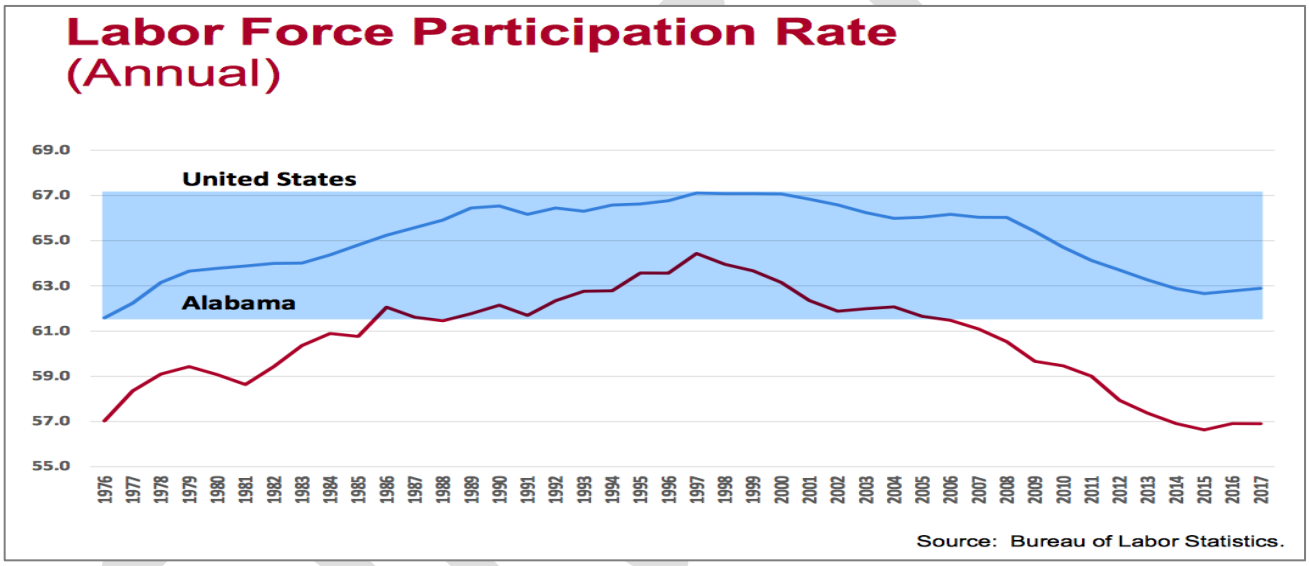

Table: Impact of Opioids on Work Hours, 1999-2015	
Gender	**Work Hours, Cumulative 1999-2015 (in millions)***
Total	-646
Men	-274
Women	-373
**Estimates for each gender may not add to total due to rounding.*	

Table: Impact of Opioids on Real Economic Growth, 1999-2015 (in 2009 dollars)		
Gender	**Real Output, Cumulative 1999-2015 (in billions)**	**Annual Real GDP Growth Rate, 1999-2015 (in percentage points)**
Total	-$37.7	-1.2
Men	-$16.0	-0.5
Women	-$21.7	-0.7
Source: TBD		

(ii) Labor Market Trends

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

The nonagricultural employment of Alabama residents in the state averaged about 1.8 million quarterly. The manufacturing sector was the leading employer in Alabama, with 269,709 jobs in the third quarter of 2018. Rounding out the top five industries by employment are health care and social assistance, retail trade, accommodation and food services, and educational services. These five industries provided 1,103,478 jobs, 58.3 percent of the state total. Manufacturing has historically had a huge impact on the economy of the state, primarily to the tremendous growth in transportation equipment manufacturing. The state is home to four major auto manufacturing plants, a major shipbuilding plant, several aerospace manufacturing plants, including one producing planes in the US for the first time, located in Mobile, AL. These major plants have led to hundreds of thousands of jobs in parts manufacturing across the state. Automobiles have become Alabama's number one export. The state ranks second in the United States in vehicle exports, and fifth in the number of vehicles manufactured.

The insurgence of transportation manufacturing in the state has produced a huge demand for highly skilled technical workers. Occupations such as team assemblers, aircraft mechanics, aircraft assemblers, welders, industrial machinery mechanics, computer-controlled machine operators, machinists, and many others have experienced significant increases in employment. Furthermore, advances in technologies, such as the wide use of robotics for parts assembly, have raised the level of skills required to compete for these jobs. This facility, as well as the Alabama Industrial Development Training (AIDT) Maritime training facility in Mobile, are providing invaluable training services to manufacturing employers across the state.

Health care makes up approximately 13.8 percent of the state's employment. While hospitals have maintained a fairly steady employment level over the last decade, the more specialized areas of the health care industry are showing rapid growth. Due to the aging population, demand for home health services and nursing care facilities has grown rapidly. Two of the largest occupations in

demand in recent years have become personal care aides and home health aides. Although these are entry-level occupations, and the wages are very low, they provide those who are interested in health care as a career an opportunity work in the field while completing their education. Outpatient surgical procedures have become the norm due to advances in technology, and this has created a boom in outpatient care facilities or rehabilitation facilities. The huge demand for physical therapists, physical therapists' assistants, occupational therapists, and speech-language pathologists is a result of an increased number of people needing assistance to function independently after medical procedures. The huge demand for health care has also created higher patient loads on physicians, which in the last decade has resulted in an increase in medical assistants, physician assistants, surgical assistants, etc. These professionals get trained to perform basic health care services, such as physicals, minor illnesses and health issues, and administer diagnostic tests, under the supervision of a physician. This frees the physicians to focus on the more serious medical problems. This is the trend throughout the health care industry. The number of surgeons, physicians, dentists, anesthesiologists cannot alone handle the huge needs from a growing and aging population. This provides huge opportunities for people who are interested in working in the healthcare field and earning a sustainable wage without obtaining advanced degrees. In Alabama, as in most of the states in the nation, specialized healthcare occupations dominate the high demand occupations. Half of the current list of the top forty occupations in highest demand are healthcare occupations, with nine requiring less than a bachelor's degree for entry into the careers. Furthermore, looking at a list of the top 40 occupations in demand requiring less than a bachelor's degree, nearly half of those are also healthcare occupations.

The high demand occupations in the state are reflective of the industries that are presently in high demand and are expected to continue that trend into the next decade. Workforce development partners are dedicated to providing training to meet employers' demands for a skilled workforce in these high demand industries and occupations. The goal to lift the state's economy is to provide its citizens with the necessary tools so that they are successful in careers that are high demand, fast-growing, and also provide sustainable wages. The current top 40 high demand occupations in Alabama are based on the 2016-2026 occupational employment projections (Table #). All three factors, demand, growth, and wages, are used to determine the occupations in high demand, hot jobs, in the state.

Nine of the occupations in high demand in the state are a result of the growing need for health care. The top five of these healthcare occupations that are in demand are in nursing and assisting, or aides, most of them requiring a post-secondary certificate or associate degree or higher. The healthcare occupation in the highest demand is medical assistants, which is projected to have an average of 1,055 openings a year in the state through the year 2026. To enter a position as a medical assistant, applicants need a post-secondary certificate at minimum. Registered nurses are also ranked high, with projected average annual 3,725 openings, and require an associate degree. Fortunately, nurses are in such great demand, that each year of education beyond high school can easily get people into the career and move up with every new level of credential or degree. Due to insurance

costs and an increased number of the population needing health care, there are more demands for medical technician and assistant positions. Occupations such as physical therapist assistants, medical assistants, nursing assistants, dental assistants, and others of this nature are increasing in demand to help physicians with the increased patient loads. Furthermore, the rise in the aging population is presenting needs in-home health care and nursing care facility healthcare occupations. While the demand is high, so is the turnover; for, these careers offer fairly low wages. But these are great occupations to begin a career ladder in healthcare.

Nearly a third of the high demand occupations are highly skilled trade jobs, which typically appear in construction and manufacturing industries. Four of them, industrial machinery mechanics, engine and other machine assemblers, team assemblers, and computer-controlled machine tool operators are a direct result of a fast-growing transportation and aerospace manufacturing industries in the state. There is also a high demand for welders and various types of machinists across the state due to the state's expanding manufacturing industries. While these are statewide demand occupations, the demand for skilled trade occupations in the state varies depending on regional economies.

The remaining occupations that occur statewide in the high demand list are IT occupations, engineers, managers, and various financial and data analyst type occupations. Computer occupations will continue to be in high demand as technology increases the careers that require computers and robotics. In recent years, however, interest in the pursuit of advanced IT careers has waned, so workforce development is working on efforts to increase the number of students trained in this field. The three engineering occupations are all imperative for the success of the state's thriving manufacturing sector; industrial engineers, mechanical engineers, and aerospace engineers. Demand for market research analysts is a reflection of an emphasis on making effective and efficient decisions based on data analysis. With the advancement of technology, more data is being collected than ever before. Companies are beginning to see the advantages of regular data analysis to increase success.

Twenty occupations were selected as the fastest growing in the state for the 2016-2026 period (Table #). Each of these occupations was expected to have an average of 2.35 percent growth each year during the period. The majority of the twenty are healthcare-related occupations and manufacturing occupations.

At 21.8 percent, older workers (age 55 and over) constitute a significant and growing part of total nonagricultural employment. The share of older workers for the WDRs ranged from 20.6 percent for Region 3 to 23.2 percent for Region 6. To meet long term occupational projections for growth and replacement, labor force participation of younger residents must increase; otherwise, older workers may be required to work longer.

Alabama continues to lose workers to surrounding states, for the latest data (2017) indicates there was a net out-commute of approximately 41,674 people. The total number of out-commuters in

2017 was nearly 113,000, up over 5,000 from 2016. The data indicates that the largest increase in out-commuters appeared in the under 30 age group. While the largest percentage of these commuters worked in Georgia, there was minimal change over the year. The largest increase in workers from 2016-2017 traveled to Tennessee and Florida. In 2017, Alabama was still lagging the nation in recovery from the recession, beginning the year with a 5.5 percent unemployment rate highest in the region and nearly in the nation. Some of the increase in out-commuters among the state's younger workers could have been college graduates who couldn't find local jobs and settled with long commutes. According to a survey conducted by the University of AL, Center for Business and Economic Research (CBER), one-way commute distance and commute time increased significantly between 2016 and 2017, just as the data below reflects. CBER's figures for 2018 indicate a notable reduction in both commute distance and commute time, with commute time between 40 minutes and an hour and also commute time over an hour dropping below the 2015 rates. While this is great for the economy, leaders both in business and public service still must explore strategies to bring workers back to Alabama and reduce the number of graduates who move out of state to pursue careers.

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Table: Selected High-Demand Occupations (Base Year 2016 and Projected Year 2026)

	Average Annual Job Openings		
Occupation	**Total**	**Due to Growth**	**Due to Separations**
Laborers and Freight, Stock, and Material Movers, Hand	6,470	380	6,090
Team Assemblers	5,330	745	4,585
Customer Service Representatives	4,340	210	4,130
Heavy and Tractor-Trailer Truck Drivers	4,055	220	3,835
Registered Nurses	3,275	635	2,640
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,755	190	2,565
Landscaping and Groundskeeping Workers	2,290	145	2,140
Accountants and Auditors	1,735	155	1,580
Maintenance and Repair Workers, General	1,735	125	1,610
Welders, Cutters, Solderers, and Brazers	1,345	160	1,185
Industrial Truck and Tractor Operators	1,335	125	1,210
Industrial Machinery Mechanics	1,225	225	1,000
Construction Laborers	1,215	80	1,135
Medical Assistants*	1,055	180	875
Home Health Aides*	960	215	740
Machinists	745	70	675
Medical Secretaries	695	95	600
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	655	80	580
Plumbers, Pipefitters, and Steamfitters	650	60	595
Management Analysts	590	85	505
Software Developers, Applications*	565	180	385
Computer User Support Specialists	545	80	460
Bus and Truck Mechanics and Diesel Engine Specialists	505	45	455
Industrial Engineers*	500	145	355
Market Research Analysts and Marketing Specialists	420	70	345
Software Developers, Systems Software	**365**	**75**	295
Electrical Engineers	360	60	300
Aircraft Mechanics and Service Technicians*	355	105	250
Phlebotomists*	340	65	270
Aerospace Engineers	**335**	**60**	270
Emergency Medical Technicians and Paramedics	335	75	265
Physical Therapist Assistants*	325	60	265
Mechanical Engineers	320	75	245
Computer Systems Analysts	295	40	255
Computer-Controlled Machine Tool Operators, Metal and Plastic	255	40	215
Nurse Practitioners*	235	85	150

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Table: Selected High-Demand Occupations (Base Year 2016 and Projected Year 2026)			
	Average Annual Job Openings		
Occupation	**Total**	**Due to Growth**	**Due to Separations**
Physical Therapists*	180	65	115
Respiratory Therapists	180	55	125
Industrial Engineering Technicians*	140	35	105
Information Security Analysts*	110	35	75
Note: Occupations are growth- and wages weighted and data are rounded to the nearest 5. Occupations in bold are also high-earning.			
* Qualify as both high-demand and fast-growing occupations.			
Source: Alabama Department of Labor and Center for Business and Economic Research, The University of Alabama.			

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Table: Selected Fast-Growing Occupations (Base Year 2016 and Projected Year 2026)

Occupation	Employment 2016	Employment 2026	Percent Change	Annual Growth (Percent)	Average Annual Job Openings
Home Health Aides*	5,590	7,750	39	3.32	960
Aircraft Mechanics and Service Technicians*	2,770	3,820	38	3.27	355
Information Security Analysts*	940	1,290	37	3.22	110
Physician Assistants	710	970	37	3.17	70
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	610	830	35	3.13	90
Avionics Technicians	560	760	37	3.1	70
Fiberglass Laminators and Fabricators	750	1,010	35	3.02	130
Software Developers, Applications*	5,230	7,010	34	2.97	565
Occupational Therapy Assistants	500	660	31	2.82	85
Physical Therapist Assistants*	1,950	2,550	31	2.72	325
Operations Research Analysts	850	1,110	31	2.7	85
Industrial Engineering Technicians*	1,080	1,410	31	2.7	140
Nurse Practitioners*	2,760	3,600	30	2.69	235
Industrial Engineers*	4,850	6,310	30	2.67	500
Personal Care Aides	15,870	20,570	30	2.63	3,020
Phlebotomists*	2,390	3,040	27	2.43	340
Medical Assistants*	7,360	9,180	25	2.23	1,055
Physical Therapists*	2,620	3,260	24	2.21	180
Molders, Shapers, and Casters, Except Metal and Plastic	540	670	26	2.18	75

Note: Employment data are rounded to the nearest 10 and job openings are rounded to the nearest 5.

* Qualify as both high-demand and fast-growing occupations.

Source: Alabama Department of Labor and Center for Business and Economic Research, The University of Alabama.

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Table: Selected High-Earning Occupations (Base Year 2016 and Projected Year 2026)

Occupation	Employment 2016	Employment 2026	Annual Growth (Percent)	Average Annual Job Openings	Mean Annual Salary ($)
Anesthesiologists	690	770	1.1	25	297,673
Orthodontists	NA	NA	1.18	5	289,736
Surgeons	500	560	1.14	20	280,329
Internists, General	380	410	0.76	15	264,865
Physicians and Surgeons, All Other	5,780	6,210	0.72	195	247,609
Obstetricians and Gynecologists	170	190	1.12	5	244,837
Pediatricians, General	390	430	0.98	15	228,489
Family and General Practitioners	650	730	1.17	25	208,397
Chief Executives	1,910	1,830	-0.43	125	207,087
Dentists, All Other Specialists	50	50	0	0	193,052
Dentists, General	1,250	1,460	1.57	55	181,239
Nurse Anesthetists	1,750	2,020	1.45	115	166,951
Psychiatrists	420	470	1.13	15	166,544
Podiatrists	100	110	0.96	5	155,616
Law Teachers, Postsecondary	180	190	0.54	15	145,865
Architectural and Engineering Managers	2,530	2,800	1.02	210	139,104
Physicists	230	260	1.23	20	134,525
Financial Managers	5,320	6,270	1.66	515	130,980
Petroleum Engineers	130	150	1.44	10	128,156
Sales Managers	2,790	2,990	0.69	260	126,629
Health Specialties Teachers, Postsecondary	2,860	3,870	3.07	350	126,115
Administrative Law Judges, Adjudicators, and Hearing Officers	120	120	0	5	124,356
Compensation and Benefits Managers	100	110	0.96	5	124,270
Personal Financial Advisors	2,740	3,060	1.11	245	124,238
Computer and Information Systems Managers	3,380	3,790	1.15	300	123,790
Training and Development Managers	160	180	1.18	15	123,452
Marketing Managers	590	640	0.82	55	123,432
Engineering Teachers, Postsecondary	620	690	1.08	55	122,889
Pharmacists	5,400	5,550	0.27	245	122,026
General and Operations Managers	27,840	30,510	0.92	2610	120,726
Economics Teachers, Postsecondary	140	160	1.34	15	118,200
Lawyers	6,860	7,400	0.76	350	117,637
Aerospace Engineers*	4,340	4,960	1.34	335	116,002
Nuclear Engineers	190	180	-0.54	10	114,986
Engineers, All Other	3,430	3,600	0.48	240	113,700
Mathematicians	NA	NA	0	0	112,694
Natural Sciences Managers	NA	NA	0.57	15	112,584
Physical Scientists, All Other	180	180	0	15	111,301
Purchasing Managers	970	1,080	1.08	90	109,201
Electronics Engineers, Except Computer	2,280	2,510	0.97	170	108,233
Computer Hardware Engineers	1,460	1,610	0.98	110	108,090
Optometrists	600	700	1.55	30	108,005
Chemical Engineers	590	650	0.97	45	106,640
Education Administrators, Postsecondary	2,330	2,500	0.71	195	106,505

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Table: Selected High-Earning Occupations (Base Year 2016 and Projected Year 2026)

Occupation	Employment 2016	Employment 2026	Annual Growth (Percent)	Average Annual Job Openings	Mean Annual Salary ($)
Human Resources Managers	1,410	1,560	1.02	130	105,673
Agricultural Sciences Teachers, Postsecondary	230	240	0.43	20	104,159
Medical and Health Services Managers	3,170	3,660	1.45	310	103,656
Software Developers, Systems Software*	4,260	5,020	1.66	365	103,376
Ship Engineers	120	120	0	15	103,342
Airline Pilots, Copilots, and Flight Engineers	290	300	0.34	25	102,932

Note: Employment and salaries data are rounded to the nearest 10; job openings to the nearest 5. The salary data provided are based on the May 2017 release of the Occupational Employment Statistics (OES) combined employment and wage file. Estimates for specific occupations may include imputed data.

* Qualify as both high-earning and high-demand occupations. NA – Not available.

Source: Center for Business and Economic Research, The University of Alabama and Alabama Department of Labor.

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Table: Selected Fast-Growing Occupations (Base Year 2016 and Projected Year 2026)

Occupation	Employment 2016	Employment 2026	Percent Change	Annual Growth (Percent)	Average Annual Job Openings
Home Health Aides*	5,590	7,750	39	3.32	960
Aircraft Mechanics and Service Technicians*	2,770	3,820	38	3.27	355
Information Security Analysts*	940	1,290	37	3.22	110
Physician Assistants	710	970	37	3.17	70
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	610	830	35	3.13	90
Avionics Technicians	560	760	37	3.1	70
Fiberglass Laminators and Fabricators	750	1,010	35	3.02	130
Software Developers, Applications*	5,230	7,010	34	2.97	565
Occupational Therapy Assistants	500	660	31	2.82	85
Physical Therapist Assistants*	1,950	2,550	31	2.72	325
Operations Research Analysts	850	1,110	31	2.7	85
Industrial Engineering Technicians*	1,080	1,410	31	2.7	140
Nurse Practitioners*	2,760	3,600	30	2.69	235
Industrial Engineers*	4,850	6,310	30	2.67	500
Personal Care Aides	15,870	20,570	30	2.63	3,020
Phlebotomists*	2,390	3,040	27	2.43	340
Medical Assistants*	7,360	9,180	25	2.23	1,055
Physical Therapists*	2,620	3,260	24	2.21	180
Molders, Shapers, and Casters, Except Metal and Plastic	540	670	26	2.18	75

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Note: Employment data are rounded to the nearest 10 and job openings are rounded to the nearest 5.
* Qualify as both high-demand and fast-growing occupations.
Source: Alabama Department of Labor and Center for Business and Economic Research, The University of Alabama.

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Anesthesiologists	690	770	1.1	25	297,673
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Internists, General	380	410	0.76	15	264,865
Physicians and Surgeons, All Other	5,780	6,210	0.72	195	247,609
Obstetricians and Gynecologists	170	190	1.12	5	244,837
Pediatricians, General	390	430	0.98	15	228,489
Family and General Practitioners	650	730	1.17	25	208,397
Chief Executives	1,910	1,830	-0.43	125	207,087
Dentists, All Other Specialists	50	50	0	0	193,052
Dentists, General	1,250	1,460	1.57	55	181,239
Nurse Anesthetists	1,750	2,020	1.45	115	166,951
Psychiatrists	420	470	1.13	15	166,544
Podiatrists	100	110	0.96	5	155,616
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Financial Managers	5,320	6,270	1.66	515	130,980
Petroleum Engineers	130	150	1.44	10	128,156

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Sales Managers	2,790	2,990	0.69	260	126,629
Health Specialties Teachers, Postsecondary	2,860	3,870	3.07	350	126,115
Administrative Law Judges, Adjudicators, and Hearing Officers	120	120	0	5	124,356
Compensation and Benefits Managers	100	110	0.96	5	124,270
Personal Financial Advisors	2,740	3,060	1.11	245	124,238
Computer and Information Systems Managers	3,380	3,790	1.15	300	123,790
Training and Development Managers	160	180	1.18	15	123,452
Marketing Managers	590	640	0.82	55	123,432
Engineering Teachers, Postsecondary	620	690	1.08	55	122,889
Pharmacists	5,400	5,550	0.27	245	122,026
General and Operations Managers	27,840	30,510	0.92	2610	120,726
Economics Teachers, Postsecondary	140	160	1.34	15	118,200
Lawyers	6,860	7,400	0.76	350	117,637
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Mathematicians	NA	NA	0	0	112,694
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Education Administrators, Postsecondary	2,330	2,500	0.71	195	106,505
Human Resources Managers	1,410	1,560	1.02	130	105,673
Agricultural Sciences Teachers, Postsecondary	230	240	0.43	20	104,159
Medical and Health Services Managers	3,170	3,660	1.45	310	103,656
Software Developers, Systems Software*	4,260	5,020	1.66	365	103,376
Ship Engineers	120	120	0	15	103,342
Airline Pilots, Copilots, and Flight Engineers	290	300	0.34	25	102,932
Note: Employment and salaries data are rounded to the nearest 10; job openings to the nearest 5. The salary data provided are based on the May 2017 release of the Occupational Employment Statistics (OES) combined employment and wage file. Estimates for specific occupations may include imputed data.					
* Qualify as both high-earning and high-demand occupations. NA – Not available.					
Source: Center for Business and Economic Research, The University of Alabama and Alabama Department of Labor.					

The average monthly wage across all industries in the state was $3,817. New hire monthly earnings averaged $2,489 or 65.2 percent of the average monthly wage. The highest average monthly wages were for professional, scientific, and technical services at $6,146; utilities at $6,124; mining at $6,116; and finance and insurance at $5,486. Accommodation and food services paid the least at $1,620. Mining had the highest average monthly new hire wage at $5,411, followed by professional, scientific, and technical services at $4,877 and utilities at $4,649. Accommodation and food services paid newly hired workers the least, $1,163.

The leading employers were not the highest paying sectors. Of the top five employers, only manufacturing paid wages above the state average. The highest wages were in small employers—mining; professional, scientific, and technical services; utilities; and finance and insurance.

At 21.8 percent, older workers (age 55 and over) constitute a significant and growing part of total nonagricultural employment. The share of older workers for the WDRs ranged from 20.6 percent for Region 3 to 23.2 percent for Region 6. To meet long term occupational projections for growth and

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replacement, labor force participation of younger residents must increase; otherwise, older workers may be required to work longer.

Table: Worker Distribution by Age in Alabama for 3rd Quarter 2018.

Age Group	Nonagricultural Employment	
	Number	**Percent**
14-18	49,748	2.6
19-24	217,702	11.5
25-34	412,051	21.8
35-44	400,814	21.2
45-54	395,880	21.0
55-64	308,628	16.3
65+	103,682	5.5
55 and Over Total	412,310	21.8
Total, All Ages	1,888,507	100.0

Source: U.S. Census Bureau, Local Employment Dynamics Program. Note: Rounding errors may be present. Nonagricultural employment is by place of work, not residence.

Alabama continues to lose workers to surrounding states, for the latest data (2017) indicates there was a net out-commute of approximately 41,674 people. The total number of out-commuters in 2017 was nearly 113,000, up over 5,000 from 2016. The data indicates that the largest increase in out-commuters appeared in the under 30 age group. While the largest percentage of these commuters worked in Georgia, there was minimal change over the year. The largest increase in workers from 2016-2017 traveled to Tennessee and Florida.

In 2017, Alabama was still lagging the nation in recovery from the recession, beginning the year with a 5.5% unemployment rate highest in the region and nearly in the nation. Some of the increase in out-commuters among the state's younger workers could have been college graduates who couldn't find local jobs and settled with long commutes. According to a survey conducted by the University of AL, Center for Business and Economic Research (CBER), one-way commute distance and commute time increased significantly between 2016 and 2017, just as the data below reflects. CBER's figures for 2018 indicate a notable reduction in both commute distance and commute time, with commute time between 40 minutes and an hour and also commute time over an hour dropping below the 2015 rates. While this is great for the economy, leaders both in business and public service still must explore strategies to bring workers back to Alabama and reduce the number of graduates who move out of state to pursue careers.

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Table: Commuting Patterns in Alabama				
	Percent of Workers			
Average commute time (one-way)	**2015**	**2016**	**2017**	**2018**
Less than 20 minutes	49.2	50.1	48.7	48.7
20 to 40 minutes	28.9	27.2	28.3	28
40 minutes to an hour	10.3	10.3	10.5	10.2
More than an hour	3.6	3.7	4.4	3.3
Average commute distance (one-way)	**2015**	**2016**	**2017**	**2018**
Less than 10 miles	41.3	41.9	40.8	40.3
10 to 25 miles	33.6	33.2	32.6	34.2
25 to 45 miles	15.4	15.2	15.7	15.3
More than 45 miles	7	7	8.6	7.1

Note: Rounding errors may be present. Source: U.S. Census Bureau; Alabama Department of Labor; and Center for Business and Economic Research, The University of Alabama.

(iii) Education and Skill Levels of the Workforce

Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

In 2016, only 32.0 percent of the people worked in occupations that required formal education beyond high school. In other words, only 32.0 percent of 2016 jobs required at least some college or postsecondary award or certification to qualify them to enter employment. However, around half the people in jobs that didn't require formal training, high school diploma or less, were still required to successfully complete some level of moderate to long term training to learn the specific duties of the job. When looking at the projected employment through 2026, the state is expected to grow 6.9 percent. Analyzing the projected growth by formal training categories, jobs requiring a master's degree are expected to grow the most at 13.4 percent, significantly higher than the state average. Furthermore, all categories from postsecondary non-degree award all the way through a doctoral or professional degree are expected to grow at a rate higher than the state average. This is the norm throughout the country. Those jobs only requiring a high school diploma or less are projected to grow near 5.7 percent over the period.

Looking at projected growth by on-the-job training requirements, jobs requiring internships/residencies are projected to grow faster than the state average, at 7.3%. In 2016, in Alabama, the average salary for workers in jobs requiring an associate degree ($51,787) surpassed the state average for all occupations at $43,790. The data also proves that work experience pays more; people holding jobs that required work experience to enter the occupation, received higher

than the average wage for all occupations in the state. Those requiring at least five years of work experience received over double the salary of the state average.

In recent years, national attention has been drawn to skills requirements for jobs. Employers can't find people with the skills to fill their open positions. Often employers and public officials will use the term "high skilled jobs" or that they can't find skilled people to fill these jobs. The understanding is that these gaps are often in skilled trades that do require training past high school, some more intensive than others, but don't require as high as a bachelor's degree to enter the job and be successful. Some researchers have begun using terms such as low skill, medium skill, and high skill jobs. Low skill are jobs that require a high school diploma or GED or less and no further training to enter the occupation. High skill jobs require a bachelor's degree or higher. Medium skill jobs have become the focus of workforce development efforts. These are jobs that may not require a degree, but do require at least some training after high school, whether it's extensive on the job training, or a certification, license, or apprenticeship, or maybe an associate's degree. Alabama is experiencing a tremendous challenge filling these middle skilled jobs. Over a third of the jobs in Alabama fall into this category. Furthermore, in ADOL's top forty high demand occupations for the 2016-2026 projection period, there are more people currently employed in high-demand medium-skill jobs than in high- and low-skilled jobs combined. This means that there will be more growth- and replacement-related openings in medium-skill jobs than in high- and low-skilled jobs combined. Medium skilled high demand jobs alone are projected to create over 25,000 new jobs through 2026. These are the jobs that are important to fill, for these grow faster than average, produce many job openings, and provide a sustainable wage.

Preliminary figures show that the 2018 high school graduation rate in Alabama was 90%, increasing from 87% in 2016. While reaching 90% is significant, leaders in higher education and industry are concerned about the graduates who are not college and career ready (CCR). Graduates are classified as college and career ready in Alabama if they meet at least one of the following standards: 1. Score college ready in at least one subject on the ACT 2. Score silver level or higher on WorkKeys assessment 3. Passing score on an Advanced Placement Exam 4. Earn a career technical education credential 5. Earn dual enrollment credit at a college. 6. Acceptance into Military service. In 2016 there was over a 20% gap in the percent of high school graduates (87%) and college and career readiness (66%). Over two years, CCR rate has increased nearly 10%, to 75%, and narrowed the gap between CCR rate and graduation rates down to approximately 15%. Generally, school systems with lower CCR rates also had lower graduation rates. Systems with exceptionally high gaps between CCR and graduation rates may call for state assistance. Systems with the highest gaps tend to appear in rural counties.

Another challenge is the high rate of students are required to take remedial Math and/or English classes when entering college. In 2018 over 6,000 students, who graduated from public high schools in the state and enrolled in an Alabama college, had to take remedial Math and/or English; 5,000 in Math. 2017 data indicates that in 6 counties, all located in South Alabama, over 50% of the

students enrolled in college had to take remedial classes; Barbour 69%, Butler 61%, Wilcox 57%, Bullock 55%, Crenshaw 53%, and Conecuh 51%. Data shows an even larger disparity when examining various subpopulations. During 2017-2018 school year, only 22.5% of African American students in 11th grade reached level 3 or 4 in Math on the Alabama Scantron ACT statewide. The high percentage of Alabama students required to take remedial classes beyond high school intensifies the gaps in decision making and problem-solving skills. Alabamians who are weak in the basic math and English skills will be less likely to be able to apply these to everyday workplace decisions.

(iv) Skill Gaps

With unemployment rates at a historical low, workforce skills gaps become more apparent. In 2018, the Alabama Workforce Council initiated a study on the state's postsecondary educational attainment level to determine a strategy for increasing skilled workers. Research found that in 2017 Alabama's postsecondary education attainment rate for individuals age 25-64 was 43%. Employment projections through 2025 indicate that the attainment level for all workers needs to be at 51% to meet occupational demand. Another challenge the state faces is many experienced workers who will soon retire out of the workforce. There are currently over 100,000 workers 65 and older. While some of these may be just working part time to supplement retirement benefits, a majority have not retired yet. Slightly over 300,000 workers are between ages 55 and 64. Furthermore, many young people, who obtain advanced degrees in Alabama, leave the state for better opportunities and higher wages. The state must develop strategies to increase the labor force participation rate and keep Alabama's best and brightest in the state.

Since 2015, all 12th graders in Alabama's public high schools are given the WorkKeys Assessment, which measures skills proficiency in relation to today's work environment. It consists of 3 tests; Applied Math, Graphic Literacy, and Workplace Documents. Students receive varying levels of certificates, Bronze, Silver, Gold or Platinum, based on their scores. Bronze certificate indicates that the student should be ready for 16% of jobs, while the highest certificate, Platinum, signifies that he student has demonstrated applied skills for 96% of the occupations in the ACT database. In Alabama, students earning a Silver, Gold, or Platinum certificate, are deemed as workforce ready; prepared for at least 71% of jobs. Since 2015, Alabama 12th graders have shown a slow but steady increase, with 59% workforce ready in 2015 and 64% in 2018. Students in 15 of the state's 67 counties had workforce readiness below rates below 50%, 5 below 30%; Greene, Wilcox, Perry, Bullock, and Sumter. The lowest scores were apparent in the most rural counties in the state. A statewide examination of workforce readiness by demographic subgroups clearly shows disparity in workforce readiness among groups with barriers to successful employment. Less than 50% of Homeless, migrant, African American, and students in foster care scored as workforce ready on the WorkKeys assessment.

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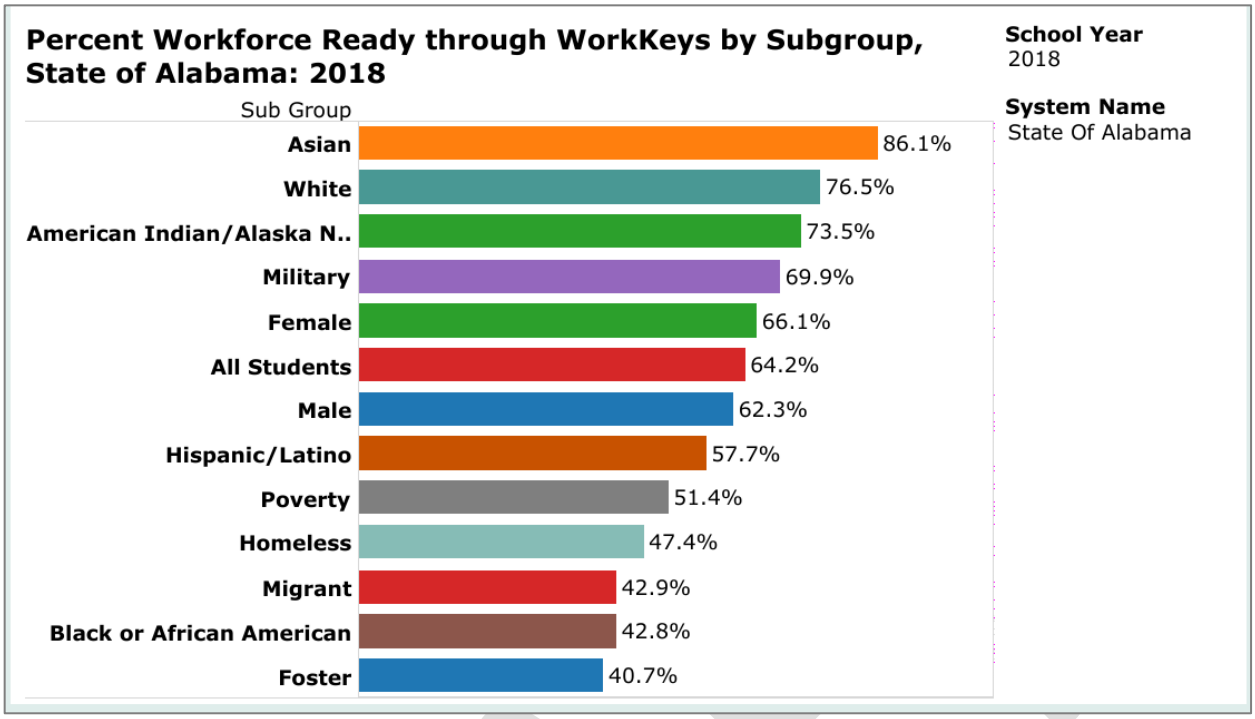

Using the O*NET database, skills were matched to three significant occupational categories from the 2016-2026 projections; high demand, fast growing, and high wage. The table below displays the percentage of the respective occupations in each category where the skill is classified as a primary skill, which is defined as one of the ten skills with the highest importance scores, according to O*NET. Basic skills are required across all occupations as the scores show. The biggest similarity between these three different sets of occupations is all three totals listed the same basic skill with the highest score: critical thinking. Generally, the remaining five skills categories displayed some significant differences across these occupational lists. The high wage occupations had much higher scores in complex problem solving as well as judgement and decision making. Technical skills scores appeared notably higher across the high demand and fast-growing occupations, as opposed to those in high wage occupations all below a score of 8. Another interesting finding is that the high demand and fast-growing occupations had higher scores in time management than the high wage occupations. These are important indications of skill demands in the coming years. The occupations in greatest demand are going to require significant technical and time management skills, while the highest wage occupations in the state require more problem solving and decision making.

Table Percentage of Selected Occupations for Which Skill Is Primary

	Selected High-Demand Occupations	Selected Fast-Growing Occupations	Selected High-Earning Occupations
Basic Skills			
Active Learning	38	47	56
Active Listening	73	84	88
Critical Thinking	80	89	90
Learning Strategies	3	0	16
Mathematics	10	11	18
Monitoring	58	79	56
Reading Comprehension	73	79	84
Science	8	5	34
Speaking	68	84	86
Writing	33	37	54
Complex Problem Solving Skills			
Complex Problem Solving	50	58	70
Resource Management Skills			
Management of Financial Resources	0	0	2
Management of Material Resources	0	0	0
Management of Personnel Resources	0	0	12
Time Management	25	32	10
Social Skills			
Coordination	38	32	26
Instructing	10	21	16
Negotiation	3	0	10
Persuasion	8	5	10
Service Orientation	28	42	12
Social Perceptiveness	38	47	40
Systems Skills			
Judgment and Decision Making	40	68	80
Systems Analysis	10	16	6
Systems Evaluation	10	16	2
Technical Skills			
Equipment Maintenance	13	11	2
Equipment Selection	8	0	0
Installation	0	0	0
Operation and Control	23	11	4
Operation Monitoring	23	21	4
Operations Analysis	10	5	8
Programming	3	11	0

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Table Percentage of Selected Occupations for Which Skill Is Primary			
	Selected High-Demand Occupations	Selected Fast-Growing Occupations	Selected High-Earning Occupations
Quality Control Analysis	13	16	0
Repairing	10	11	2
Technology Design	0	0	0
Troubleshooting	13	11	2
Note: Rounding errors may be present.			
*Source: O*NET Online and Center for Business and Economic Research, The University of Alabama.*			

(2) Workforce Development, Education and Training Activities Analysis

(A) The State's Workforce Development Activities

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

Alabama devotes significant resources to education and workforce development at the local, regional, and State levels. In 2014, the Governor created and formally established the Alabama Workforce Council. The Council was tasked with advising and supporting core partners in Alabama's workforce development and education system to include, but not limited to, reviewing ways to streamline and align the existing workforce development functions in the State, evaluating regional workforce development and educational needs by promoting regional workforce councils and evaluating public/private partnerships (sectors) to create a feedback loop for industry and education.

The core programs including WIOA Title I-B, Wagner-Peyser, Adult Education, and Rehabilitation Services, provide a number of educational training activities through their respective programs. All of these activities are represented on the Alabama Workforce Development Board (AWDB). The AWDB also has cross representation from the private business sector membership on the Alabama Workforce Council.
The Alabama Workforce System (AWS) includes the following programs and entities operated through the following agents.

Alabama Career Center System - Operated as a partnership between the Alabama Department of Commerce ((WIOA Adult, Dislocated Worker, and Youth) and the Alabama Department of Labor (Wagner-Peyser) UI, TAA and Veterans). The Career Center System also collaborates with Adult Education, Rehabilitative Services, TANF, SNAP, and Title IV of the Older Americans Act (SCESP). Statewide there are 26 Comprehensive Career Centers and 24 satellite and itinerant sites

in the system. In PY2018, the Alabama Career Center System provided 352,837 individuals with Wagner-Peyser labor exchange services and 7,924 individuals with WIOA training services, serving low-income adults, youth, and dislocated workers. Wagner-Peyser funding was $8,502,449 and Workforce Innovation and Opportunity Act funds totaled $48,252,747.

Adult Education Activities - Adult Education services are offered through the Alabama Community College System (ACCS) throughout the state. In Fiscal Year 2017 funding totaled $20,154,737 and had enrolled approximately 20,000 full time and 26,000 part-time students in adult education classes. Adult Education has been an active partner with the Alabama Career Center system since 2001 and will continue to expand services within the Career Centers under WIOA.

Alabama Department of Labor - Wagner-Peyser, Unemployment Insurance, Trade Act, and Veterans Services - The Alabama Department of Labor (ADOL) houses the Wagner-Peyser program (Employment Service), Unemployment Insurance, Trade Act, and Veterans Services programs. ADOL Wagner-Peyser and WIOA Title I programs have been collocated as part of the Alabama Career Centers since 2001. The Alabama Job Link (AJL) is provided by the ADOL. Alabama Job Link is the online job seeker and employer registration system that provides job seeker skills, abilities and work history with employers posting job openings in the system. ADOL provides Trade Act services and Veterans employment representatives in the Career Centers. In PY2018 approximately 350,000 job seekers were registered in the AJL system.

Alabama Department of Rehabilitation Services (ADRS) - The Department of Rehabilitation Services Vocational Rehabilitation Services (VRS) provides specialized employment and education-related services and training to assist teens and adults with disabilities in becoming employable. Services include skill assessments, counseling, training programs, job placement, assistive technology and transportation. For Program Year 2018 funding for the VRS program totaled approximately $25,000,000, and for the same period 31,244 job seekers with disabilities were provided services. Since 2001 the VRS has been an active partner in the Alabama Career Center System.

Optional Partner Programs

- **Alabama Department of Human Resources** - TANF and SNAP - The Alabama TANF Program operated by the Alabama Department of Human Resources. TANF provides family assistance to provide income to low income one parent families needing support to provide basic needs for dependents. The welfare to work component of family assistance is known as the JOBS program. All clients receiving assistance are referred to the JOBS Unit for assessment in regard to their skills, prior work experience, and employability. Individuals on family assistance determined to ready to engage in work activities will be placed in a work-related activity such as subsidized/unsubsidized employment, job search, job readiness classes, skills training or GED classes. The number of TANF clients in work activities for

FY15 averaged 4,800 monthly, and TANF expenditures for work activities totaled $12,243,965.

- **SNAP or the Supplemental Nutrition Assistance Program** (food stamps) also operated a work-related program through a contract with the Alabama Department of Labor for job search assistance. The number of clients provided services was 18,089 and expenditures totaled $1,392,000.
- **Alabama Department of Senior Services** - Senior Community Service Employment Program (SCSEP) - The Senior Community Service Employment Program provides work-based job training for older Americans age 55 and up. For Program Year 2018 Alabama was allocated $1,599,492 for the program to fund 165 slots for older workers through sixteen (16) subgrantees across the state.
- **Alabama's community college system and K-12 public schools** provide are included as a formal partner to the 2020 combined plan for the first time in Alabama, which creates important support for the Alabama workforce system. Alabama's College and Career Ready Standards for all high school graduates play an important role in preparing all students for college and workplace success. The Alabama Community College System is critical to the success of all workforce development activities in the state. Their specific programs for Career Technical Education in K-12 and the ACCS programs and activities are described in relevant sections of this plan.

(B) The Strengths and Weaknesses of Workforce Development Activities

Strengths:

- Strong support from political, education, and business leaders for workforce programs across all agencies and programs.
- Business leadership within the Community College system to align training programs with the needs of business and industry.
- The Alabama Community College System (ACCS) with its network of 26 colleges and more than 100 instructional sites provides access to students throughout the State seeking career pathways and credentials to qualify for middle-skills jobs.
- Alabama has a partnership between state-level core program agencies that go back to 2001. There is a culture of strong communication and collaboration that enhances services throughout the Alabama Career Center System.
- The Alabama Career Center System provides services to job seekers and employers at comprehensive centers and satellite and itinerant sites.

Weaknesses:

- Limited data integration - Two of the core partner programs maintain separate data management systems for participant tracking and case management functions.

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- Limited awareness of the State and Local Workforce System as a brand by job seekers and employers. A unified and universal brand for the Alabama Workforce System is eventually being implemented.
- Lack of a P-20W statewide longitudinal data system to track how job seekers and students are using the Alabama Workforce System and competency job training programs from K-12 and postsecondary to employment. Alabama is working on a new system (the ATLAS on Career Pathways.)
- The workforce system core and other partners must continue to emphasize soft shell training into all Alabama Workforce System supported training programs.

(C) State Workforce Development Capacity

The Alabama Community College System (ACCS) currently consists of 24 community and technical colleges with over 100 sites to deliver education and training for the citizens of Alabama. The ACCS has over 150 Career and Technical Education credit programs that may lead to stackable short certificates, certificates, and Associate of Applied Science Degrees, with most having stackable, nationally recognized credentials as part of the program. The industry sectors that have the biggest enrollments are healthcare, manufacturing, and construction. The ACCS works very closely with regional/local business and industry to support programs in high demand to meet capacity needs. The ACCS has several tools to offset potential capacity issues, such as utilizing labs at the partner secondary schools, mobile training units, employing adjunct faculty from business and industry, and etc.

The ACCS also has short term training programs at each of the colleges that target high demand and high wage careers on scheduled and on an "as needed or as required basis." These programs have tremendous flexibility and provide another avenue for those individuals needing a quicker setting for completing their training needs so they can move into their career pathway faster. This type of training leads to nationally recognized credentials or licensing, and the curriculum provides a linkage for the individuals to potentially gain college credit should they choose to pursue additional training and education during their careers.

Alabama's workforce system capacity to provide services to both jobseekers and employers is shared by a number of agencies and program providers as summarized in (2)(A) of this document. The State's network of Career Centers is a shared function among the Alabama Department of Commerce for WIOA Title I services, the Alabama Department of Labor (ADOL) for Wagner-Peyser, UI, Trade Act and Veterans' services, the Alabama Department of Rehabilitation Services for vocational rehabilitation services and the Alabama Community College System (ACCS) for adult education (ABE) services. The network of twenty-five (25) comprehensive Career Centers and twenty-six (26) satellite and itinerant centers provides broad coverage in all sixty-seven (67) counties in Alabama. Also, the Alabama JobLink is an internet-based online registration system for jobseekers and employers.

The State agencies overseeing Alabama's WIOA core programs and optional partners not only share space and services throughout the Alabama Career Center System but also interact on a regular basis to share program opportunities to best deliver programs on a local and regional basis. Our agencies working off a solid background of sharing data and collaboration of program services are ready to serve the State's businesses, job seekers, training seekers, and others with the most viable options to meet their needs. The Alabama Workforce System has implemented a number of recent changes including agency/program consolidation and industry-led regional councils to ensure more efficient and comprehensive access to available services.

B. State Strategic Vision and Goals

1. Vision

Alabama's Key Strategies to Align the Workforce System in the 2020 WIOA Combined Plan

(A) Competency-Based Career Pathways into the Middle Class: A New Social Compact for Alabama Predicated on Human Capital Development

The literature in diverse and sundry disciplines in the social sciences is replete with scholars seeking to understand the causal factors behind the decline of social capital, civil society, and associational activity in the United States beginning around 1960. Factors such as the decline of the two-parent household; the institution of marriage; out-of-wedlock births; and dependence on state-and federally-funded, means-tested transfer payments have resulted in a concomitant decline in the local, community-based, mediating institutions that have always constituted the character of America, as first described by DeTocqueville:

> Americans of all ages, all conditions, all minds constantly unite. Not only do they have commercial and industrial associations in which all take part, but they also have a thousand other kinds: religious, moral, grave, futile, very general and very particular, immense and very small; Americans use associations to give fêtes, to found seminaries, to build inns, to raise churches, to distribute books, to send missionaries to the antipodes; in this manner they create hospitals, prisons, schools. Finally, if it is a question of bringing to light a truth or developing a sentiment with the support of a great example, they associate. Everywhere that, at the head of a new undertaking, you see the government in France and a great lord in England, count on it that you will perceive an association in the United States.

The associational activity described so aptly by DeTocqueville's observances in early-nineteenth century America presciently forewarns of a rapid reversal of the associational activity that serves as the very marrow of American civil society. DeTocqueville observed that in France and England, it was the government and a top-down approach that provided the levers of social activity. Beginning with the passage of the New Deal and Great Society programs, which largely have alleviated material poverty for millions of Americans, an often unnoticed but insidious negative social

externality has eroded the reciprocal relationships of voluntary association and philanthropy. The functions of civil society—to provide the social safety net, to provide for a deep well of social capital and community in which to raise children, and the values and social norms upon which well-functioning and sustainable societies depend. Scholars across the ideological spectrum, such as Charles Murray in *Coming Apart*, Robert Putnam in *Bowling Alone* and *Our Kids*, and Tim Carney in *Alienated America*, have empirically documented the causal link between the transfer of the functions of civil society from local associations and communities to distant and opaque state and federal governments and the increasing alienation of individuals and fragmentation of communities. As Angus Deaton and Anne Case noted in the alarming work on the decline of life expectancies among the white working class, and J.D. Vance vividly portrayed in his tantalizing autobiography, *Hillbilly Elegy*, numerous social ills—the opioid epidemic, the rise in dependence on social security disability insurance, low levels of prime-age labor force participation, antisocial familial patterns, the decline in participation in community activities such as the PTAs, sports leagues, and church attendance are all symptoms of a phenomenon endemic across portions of the country in which the bonds of civil society have frayed.

People in distressed rural areas, people who have been perpetually marginalized socially and economically, and people in cities that have been economically displaced due to structural changes in the economy are not lazy and are not malingering from the workforce. Often, faced with the option of piece work, the on-demand economy, or low-wage temporary work arrangement with no benefits, a braided package of transfer payments often provides more reliable economic security than the labor market. Currently, many people face a dollar-for-dollar reduction in benefits when entering the workforce. Making work pay for all Alabamians will provide the economic mobility needed to overcome decades of economic stagnation for our most distressed citizens. Ensuring the state and federal workforce and education programs are delivered at the most local level to support the establishment of a wage premium for work and individualized plans to overcome barriers will provide the basis for a revitalization of civil society. Economic mobility and revitalization of civil society, taken together, will provide an opportunity to reestablish the natural equilibrium between individuals and the state, as state and federal support will begin to supplement rather than supplant local associational activity and mediating institutions between the individual and the state as primary vehicles for human capital development. Empowering each community to be the prime mover of its destiny will once again invigorate the spirit of enterprise and innovation that so imbued each small town visited by DeTocqueville in 1835—and just might serve as the foundation for a reawakening of the American Dream and a new social compact for the 21st Century.

(B) The Financial Incentives for Pursuing Paid Employment

With a September 2019 unemployment rate of 3.0 percent and a labor force participation rate of 58.7 percent, Alabama must pursue an evangelical workforce development strategy designed to engage those Alabamians who have decided to remain on the sidelines by not entering into the labor force. The touchstone of Governor Ivey's workforce development strategic plan is the Success Plus postsecondary education attainment goal of adding 500,000 credentialed workers to the workforce

by 2025. With labor market conditions nearing full employment, meeting the Success Plus postsecondary education attainment goal will require mitigating the factors that result in individuals not entering the labor market. The labor force participation rate includes all persons between 16 and 64 who are employed or who are seeking employment. Furthermore, Governor Ivey's workforce development strategic plan includes an equity-based imperative to close attainment gaps among the special populations Governor Ivey has identified in the 2020 WIOA state combined plan, including veterans, justice-involved individuals, people recovering from substance abuse and addiction, single parents with dependent children, individuals with a disability, individuals, the long-term unemployed, individuals who are basic skills deficient, individuals with significant cultural barriers, and others. Many of the 41.6 percent of Alabamians who are not in the labor force belongs to one or more of the aforementioned special populations.

Based on stakeholder feedback from myriad Alabamians during the 14 public WIOA state planning engagement meetings that have been held between July and October 2019, Governor Ivey has identified the greatest barriers to education and based organizations, and members of special populations in each of Alabama's seven workforce regions, Governor Ivey determined that the greatest barrier to education and workforce training is the benefits cliff. A benefits cliff occurs when means-tested benefits and other forms of public assistance taper off when a household's income from paid employment increases. Thus, the benefits cliff has the effect of "pulling the rug out from under someone" just as they need help persisting in the workforce. Indeed, due to the benefits cliff, paid employment does not pay for some Alabamians in certain rural and economically-depressed regions. Therefore, the effect of the benefits cliff is to make a low-income individual just entering the workforce (just the demographic Alabama needs to ensure enters the workforce to meet the Success Plus goal) worse-off when getting an earnings increase. This may seem counterintuitive at first glance; however, it must be described and contemplated in terms of the marginal tax rate for low-income individuals.

An effective marginal tax rate specifies the proportion of new earnings owed in taxes, or needed to offset reductions in program benefits, and quantifies the share of new earnings not available to families. For example, a struggling family earns an additional $400 during the year which prompts a reduction in child-care and WIC benefits. Subsequently, the family pays more out-of-pocket for child-care and food and does not realize the full value of their additional earnings. Hypothetically the family may retain $240 from the $400 to add to household resources, a marginal tax rate of 40 percent as follows:

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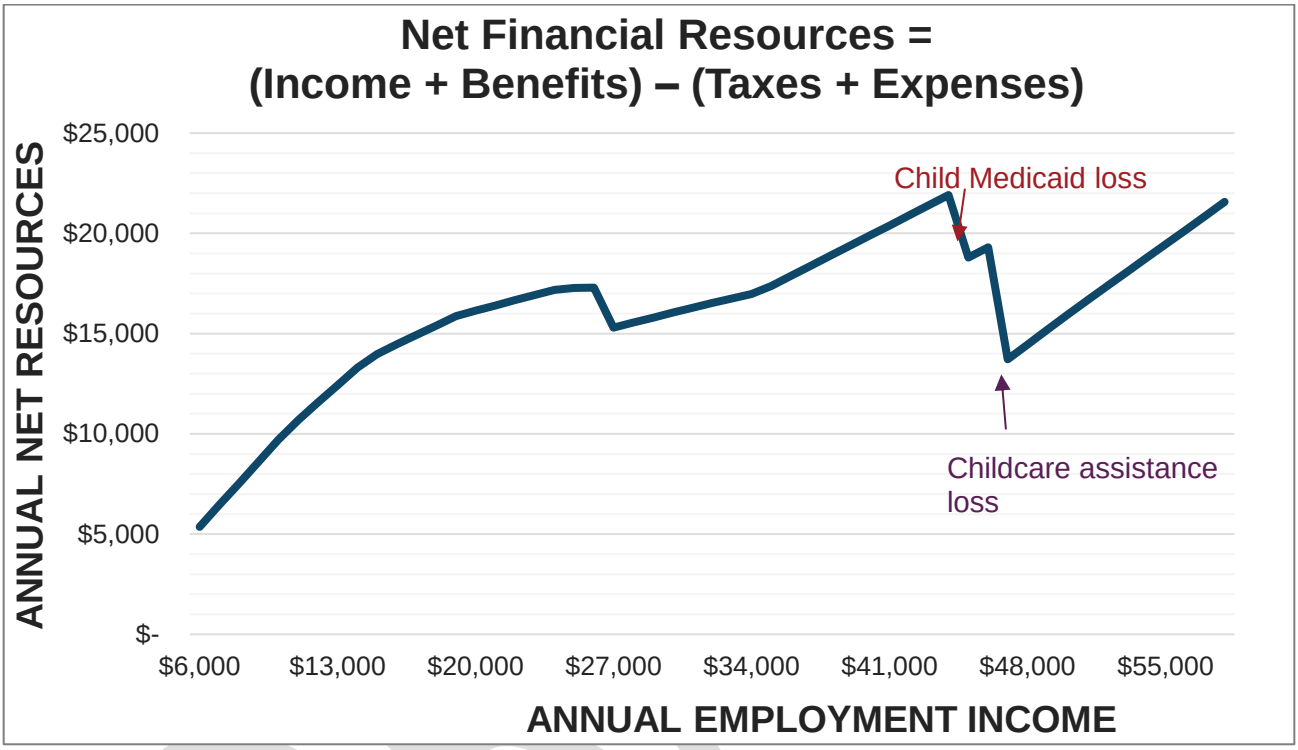
Additional $400 of earnings
marginal tax rate = $400 - $100 of child-care subsidy - $40 of WIC - $20 higher income tax
marginal tax rate = $160 in reduced benefits and taxes owed ($160/$400 = .40)
marginal tax rate = 40% of additional earnings.[1]

Different benefit programs target slightly different populations and use their own income limits to determine eligibility. SNAP benefits, for example, require family income to be below 130 percent of the federal poverty guidelines while housing assistance is generally restricted to the neediest families below poverty. Programs determine benefit levels independently of other programs, and with uncoordinated benefit schedules, families can lose benefits from more than one program at the same time, resulting in high marginal tax rates. Just as assistance programs target low-income families broadly or more narrowly, programs structure benefits differently as earnings increase to either reduce benefits or reward work. Figure 2 illustrates the difficulty of predicting average marginal tax rates at similar levels of income. For families with WIC below 50 percent of poverty, the average marginal tax rate is negative (-11 percent). This is not necessarily due to the structure of WIC, but to other benefits these families may receive. At the same income level, families with housing benefits have a marginal tax rate of 20 percent. When income is between 50 and 100 percent of poverty, the marginal tax rate of families with a housing benefit is more than double at 48 percent. The highest rates are observed when income is just above poverty (52 percent for WIC benefits and 68 percent for housing assistance.)[2]

Generally, government-financed, public-assistance programs are designed to phase-out as the recipient's earning increase. In practical terms, however, this often has the effect of causing the loss of benefits to exceed the income gained through the earning increase. This phenomenon, thus, has the simultaneous effects of increasing the effective tax rate for low-income individuals and creating a negative incentive for entering the workforce for some Alabamians. Many other barriers—such as a lack of transportation, child-care, or basic skills—were reported in each region. However, the benefits cliff is the most nefarious, since it impedes access to the other needs identified by stakeholders, such as transportation and childcare. The objective of the public workforce system is to identify the barriers to entry into the workforce and providing the skills training and education needed to overcome those barriers. Aligning the benefits provided by the plethora of federally-funded, means-tested and categorical workforce, human services, and education programs administered in Alabama around a continuum of services that assist an individual in overcoming the benefits cliff will enable more Alabamians who are currently not in the labor force to persist in a career pathway and ultimately attain employment in an occupation that pays a family-sustaining wage. Governor Ivey's focus on aligning competency-based career pathways with work-based

[1] Macartney, Suzanne and Nina Chien, "Marginal Tax Rates: A Quick Overview, Brief #1 in ASPE Marginal Tax Rate Series, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, March 2019, accessed on 28 September 2019 < https://aspe.hhs.gov/system/files/aspe-files/260661/brief1-intromtrs.pdf.>
[2] Ibid.

learning and academic course work has resulted in an intentional development of apprenticeship, credentials of value, empirically-driven sequences of workplace competencies and career lattices. These advancements have provided the foundation for economic upward mobility by permitting an individual to progress from an entry-level position, to a middle-skills job, to an advanced-level career through the mastery of increasingly rigorous levels of competencies (the mastery of which are denoted by credentials of value.) [3]



Competency-based career pathways and credentials of value provide the basis for multiple points of entry and exit into and out of the workforce and education and workforce training to permit an individual to earn progressive wage increases by signaling the mastery of new skills to employers through earning stackable credentials linked to traditional academic coursework while on the pathway to earning a degree or terminal credential. Furthermore, individuals who are reticent to enter the workforce will recognize a positive incentive to enter the workforce through the security of competency-based career pathways linked to credentials of value that provides portability and transferability between and within firms and industries. To achieve Governor Ivey's human capital development strategy of ensuring that all Alabamians are self-sufficient, the work to develop competency-based career pathways must be coupled with a continuum of services approach to provide wrap-around services that generate a negative marginal tax rate for Alabamians who are struggling to overcome the benefits cliff and to persist in a career pathway. Any marginal tax rate less than zero indicates resources are increased by an amount greater than new earnings alone. A

[3] Ruder, Alex, "Benefits Cliffs and Career Choice: Understanding the Financial Incentives for Career Advancement," AASD/NASTA Annual Educational Conference, August 26, 2019 (h/t to Dr. Ruder for his assistance.)

negative rate incentivizes work and boosts earnings. A good example is the federal or state Earned Income Tax Credit (EITC), which provides low-income taxpayers with refundable credits that increase with income. A marginal tax rate of -25 percent means $400 in earnings becomes $500.[4]

(C)The Success Plus Postsecondary Education Attainment Goal

The State of Alabama is undergoing an economic and workforce transformation, which will result in fewer low-skill jobs that require less a high school diploma or less. Labor market projections indicate a growing gap in the supply of qualified employees for middle-skills jobs—those that require training beyond high school but less than a four-year degree.[5] Thirty-four of Alabama's 40 Hot Demand Occupations require secondary and postsecondary STEM education.[6] Between 2017 and 2027, STEM jobs will grow by 9 percent in Alabama, while non-STEM jobs will only grow by 5 percent.[7] The educational and training requirements of high-demand, fast-growing, and high-earning occupations show the significance of education in developing the workforce of the future. Alabama's educational attainment is low compared to the nation as a whole. About 84 percent of Alabamians age 25 and over have graduated from high school, compared to 87 percent for the United States. Of that total population over age 25, about 24 percent in Alabama have a bachelor's or higher degree, which is lower than the nation's 30 percent. Skill and education requirements for jobs keep rising, which highlights a strong need to raise educational attainment in the state.

The 2014 to 2024 occupational projections indicate that future jobs will require postsecondary education and training at a minimum.[8] The first automobile was not built in Alabama until 1997. However, as of 2018, Alabama ranks 3rd in auto exports in the United States. Alabama-made cars were sent to 88 countries on six continents. By 2021, Alabama is slated to open a Toyota-Mazda plant in Huntsville, which is placing Alabama on a trajectory to become the leading automobile manufacturer in the nation surpassing Michigan, the current leader.

Like many states, Alabama has a growing workforce shortage. in one single generation, our entire economy became dependent on a workforce skilled to work in the manufacturing industry. Governor Ivey wishes to offer a skills- and competency-based framework for developing career pathways for members of the on-demand workforce that will develop their human capital and potentially serve as the foundation for a new social compact for the 21st Century. Governor Ivey has set a postsecondary

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[4] Ibid.

[5] Messing-Mathie, Andrea, Building Apprenticeship Systems for Middle-Skill Employment: Comparative Lessons in Innovation and Sector-Based Strategies for Apprenticeships, National Academies of Science, pg. 6, accessed on 6 August 2018 <`https://sites.nationalacademies.org/cs/groups/pgasite/documents/webpage/pga_170050.pdf>.

[6] Alabama's Hot 40 Demand Occupations, Alabama Department of Labor, accessed on 23 September 2018 <http://www2.labor.alabama.gov/workforcedev/MapsandPosters/Hot40En/AL.pdf>.

[7] Alabama STEM Demand, Education Commission of the States, accessed on 23 September 2018<http://vitalsigns.ecs.org/state/alabama/demand#fields-growing>.

[8] State of Workforce Report IX: Alabama, Center for Business and Economic Research, University of Alabama Center for Economic Development, May 2017, pg. 19, accessed on 5 August 2018 <http://www2.labor.alabama.gov/workforcedev/WorkforceReports/Alabama.pdf>.

education attainment goal of adding 500,000 credential holders to Alabama's workforce by 2025. Alabama developed goals by career cluster for each of the seven workforce regions, which will also include projection information for each career pathway along with the average wage for each pathway. In addition, we have created a list of occupations in each cluster that are most in demand. The Regional Workforce Councils will use the ATLAS on Career Pathways to determine each region's share of the 500,000 additional degrees, certificates, and credentials required to meet Alabama's workforce demands by 2025. Next, each region will determine how many degrees, certificates, and credentials must be earned in each career sector to meet its share of the attainment goal. Goals were also set for each special population, aggregately and annually.

(D) Special Populations under Perkins V and WIOA

Across all titles, WIOA and Perkins focus on serving "individuals with barriers to employment," defined in WIOA Section 3(24) and seeks to ensure access to quality services for these populations. Each special population category listed in Perkins V and WIOA overlap except two, which will be included by the Governor. The populations included in the "individuals with barriers to employment" in WIOA sec. 3(24) include:

(a) Displaced homemakers (as defined in WIOA sec. 3(16));
(b) Low-income individuals (as defined in WIOA sec. 3(36)) also in Perkins;
(c) Indians, Alaska Natives, and Native Hawaiians (as defined in WIOA sec. 166(b));
(d) Individuals with disabilities, including youth who are individuals with disabilities (as defined in WIOA sec. 3(25) (includes individuals who are in receipt of Social Security Disability Insurance) also in Perkins;
(e) Older individuals (age 55 and older) (as defined in WIOA sec. 3(39));
(f) Ex-offenders ("offender" as defined in WIOA sec. 3(38));
(g) Homeless individuals or homeless children and youths (also in Perkins);
(h) Youth who are in or have aged out of the foster care system (also in Perkins);
(i) Individuals who are:
  (1) English language learners (WIOA sec. 203(7)) also in Perkins,
  (2) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
  (3) Individuals facing substantial cultural barriers;
(j) Eligible migrant and seasonal farmworkers (as defined in WIOA sec. 167(i)(1-3);
(k) Individuals within two years of exhausting lifetime TANF eligibility;
(l) Single parents, including single pregnant women (also in Perkins);
(m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks) also in Perkins; and
(n) Such other groups as the Governor involved determines to have barriers to employment.

Perkins Specific

(1) individuals preparing for non-traditional fields;

(2) youth with parents on active duty in the armed forces.[9]

Table: 2019 Alabama Special Population Estimates	
Special Population Groups	**Population Estimate**
Displaced Homemaker	280,438
Caregiver	114,157
Adult with Aging Dependents	134,990
Unemployed or Underemployed	83,565
Low-Income	849,699
Indians, Alaskan Natives, Native Hawaiians	27,311
People with Disabilities	775,390
Older Individuals	1,065,625
Ex-Offenders	15,224
Homeless Individuals	17,546
Youth Aged Out of Foster System	572
English Language Learners	20,725
Individuals with Low Levels of Literacy	48,998
Individuals with Substantial Cultural Barriers	106,217
Migrant and Seasonal Farmworkers	18,266
Individuals Nearing TANF Exhaustion	8,565
Single Parents	178,243
Long-Term Unemployed	15,960
Individuals Preparing for Non-Traditional Fields	N/A
Youth with Parents in Active Duty Military	8,750
Source: Alabama Department of Labor, Labor Market Division estimates, August 2019.	

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[9] The Workforce Innovation and Opportunity Act (P.L. 113-128) and the Strengthening Career and Technical Education for the Twenty-First Century Act (P.L. 115-224.)

2. Goals

Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment and other populations. ** Goals for meeting the skilled workforce needs of employers.*

(A) Setting Bold Goals: Workforce Development Strategic Plan

Governor Ivey has established a strategic vision for aligning Alabama's education and workforce programs from pre-k to the workforce to provide for a seamless education-to-workforce continuum for all Alabamians. Governor Ivey's vision begins with aligning federal and state education and workforce funding streams (including WIOA, CTE, and ESSA funds) with state funding streams to establish quantifiable goals along the continuum. The goals include pre-k readiness by age four, school readiness by age five, being literate and numerate before the fourth grade, exploring each college and career pathway before ninth grade, and diverging into a rigorous college or career pathway leading to a career or matriculation into a postsecondary education program at the time of high school graduation. Governor Ivey has set a postsecondary education attainment goal of adding 500,000 credential holders to Alabama's workforce by 2025 and a goal to increase Alabama's labor force participation rate of 57.8 percent to the national average by 2025. Governor Ivey established the Governor's Office of Education and Workforce Transformation (GOEWT) to ensure that the attainment and labor force participation goals are met through an equity-based framework. The GOEWT will work to braid Alabama's federal CTE and WIOA funding streams through the combined 2020 state WIOA plan to develop career pathways based on work-based learning and credential attainment. The GOEWT will use data from the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, Alabama's P20-W system, to assist the Alabama Committee on Credentialing and Career Pathways (ACCCP) in establishing competency-based career pathways and stackable sequences.

(B) State Plan Development

The state planning process included a full description of how Governor Ivey's Consolidated Statewide Workforce Development Strategic Plan has set a unified vision for Alabama's workforce system. By braiding federal and state workforce and education funding streams to produce an education-to-workforce pipeline that begins with literacy and numeracy, career exploration and discovery among all 16 clusters, seamless transition from secondary to postsecondary education, multiple entry and exits points for special and disconnected populations, and alignment between secondary and postsecondary CTE and co-enrollment between adult education and postsecondary CTE, Alabama's workforce development system will permit entry into an in-demand career pathway for Alabamians in all seasons of life. The Governor's Office, the ALSDE, ACCS, the state workforce development board, and the partner agencies to the combined state WIOA plan participated in a joint state planning meeting beginning in June 2019. The Governor's Office worked to achieve consensus on needs assessments, plans to reach special and disconnected populations, stakeholder input, local and state performance targets, program quality and performance indicators, and alignment of programs in the combined state plan to achieve a unified

workforce development system for the State of Alabama. The WIOA and CTE needs assessments are aligned. The process for collecting stakeholder input and stakeholder review between CTE and WIOA is aligned through the combined state plan. The 14 WIOA and CTE public hearings were aligned. The combined state plan takes advantage of aligned definitions in WIOA and CTE, including "career pathways," "sector strategies," and "programs of study" to develop fully articulated career pathways in all 16 career clusters that begin with career exploration, transition to pre-apprenticeship, then culminate in a registered or industry-recognized apprenticeship, which will allow secondary CTE concentrators to earn a high school diploma, an associate's degree mapped to industry-recognized credentials, and work-based learning experience in an aligned occupation. The combined state planning process helped explicate how career coaches, dual enrollment, and work-based learning, and simulated workplaces will be the lynchpins of ensuring that secondary and postsecondary CTE students have access to align career pathways and placement opportunities. The state planning process included robust discussions on how the ATLAS on Career Pathways will enable alignment of WIOA and CTE programs around in-demand career pathways and credentials.

(C) 2020 Combined Plan: Local Stakeholder Input Meetings

1. Overview

As part of its development of a 2020 Combined Plan for the Workforce Innovation and Opportunity Act (2020 Combined Plan), Alabama engaged local stakeholders in a series of seven local stakeholder input meetings. One meeting was held in each of the state's seven workforce council regions from September – October 2019. Meetings served as listening sessions during which participants provided qualitative data in forms of verbal feedback and written response representing the needs and perspective of their community. Stakeholder participation recruitment consisted of individuals and organizations representing: local workforce boards, businesses, labor organizations, economic development, community-based organizations, adult and youth education, higher education, disability services, youth-serving programs, veterans' service organizations, juvenile justice, the general public, and other stakeholders with an interest in core programs. The State of Alabama led and managed the participant recruitment process. The data collected through local stakeholder input meetings was utilized to gain knowledge and inform plan development for the 2020 Combined Plan.

2. Methodology

Qualitative data was collected through meetings with community stakeholders of the seven-regional workforce councils. Approximately 215 stakeholders participated in these meetings providing 193 written feedback forms. Stakeholders participated in identifying needs, barriers, and opportunities for developing Alabama's workforce. Clarus Consulting Group facilitated the local stakeholder input meetings.

Each local stakeholder input meeting included introductions of participants and a presentation that informed participants about the background of the Workforce Innovation and Opportunity Act and

the 2020 Combined Plan. Stakeholders were informed of the importance of providing input to the development of the plan. Lead facilitators then provided an overview of the meeting structure:

- Discussion Topics: Two non-directive, open-ended questions prompted discussion and encouraged dynamic and open conversation.
- Discussion Groups: Participants were asked to provide a written individual reflection, discuss in pairs, and then break into small groups of four to six for further discussion of each question. Each small group then reported a key idea to the full group. Participants were encouraged to move to new pairings or groups for each question so they could benefit from listening to a mix of perspectives.
- Facilitation: Facilitators lead each meeting, introduced each discussion question, guided discussion to ensure it stayed on topic, and facilitated the whole group sharing and recording of key ideas.

The following questions were asked during each local stakeholder input meeting:

1. What services and support do you need to be successful in a strong regional economy and workforce?
2. What are the top barriers to accessing services and support you need to be successful in a strong regional economy and workforce?

Each input meeting closed with facilitators providing brief summaries of the highlights and key points covered in the discussion groups, an overview of next steps in the planning process, and opportunities to provide further input into the planning process.

3. Stakeholder Participation

Stakeholders engaged through local input meetings represented each of the seven workforce council regions and a range of organizations, industries, and sectors. An overview of stakeholder participants is below.

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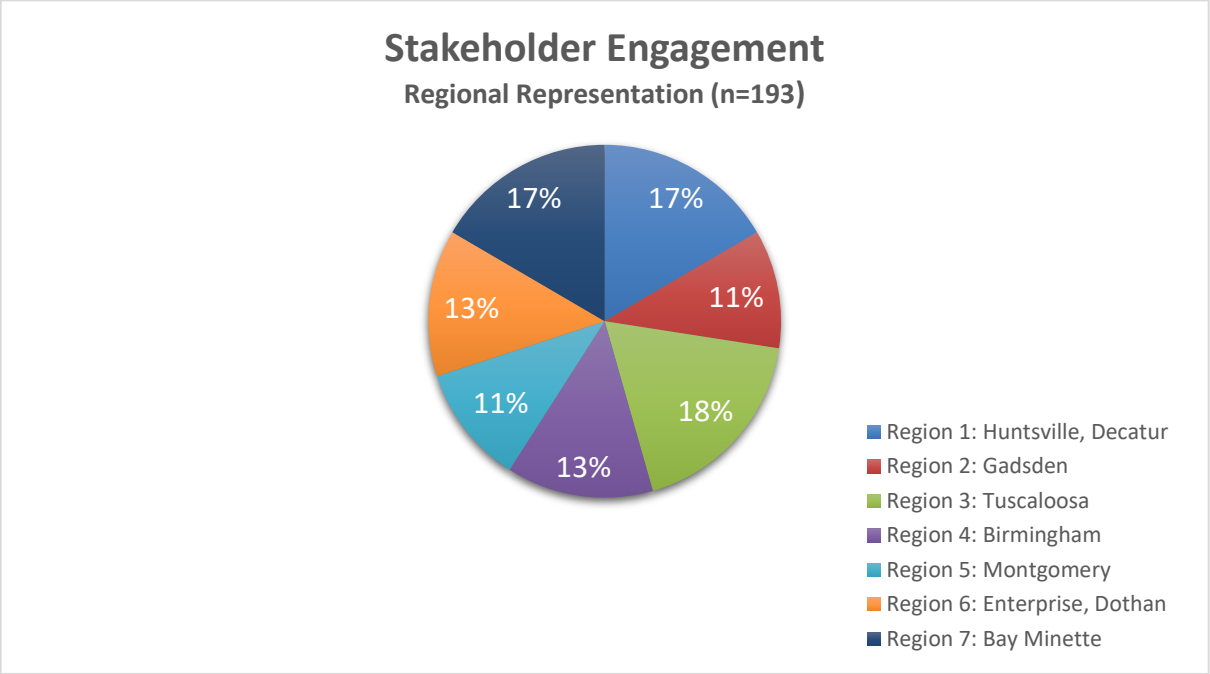
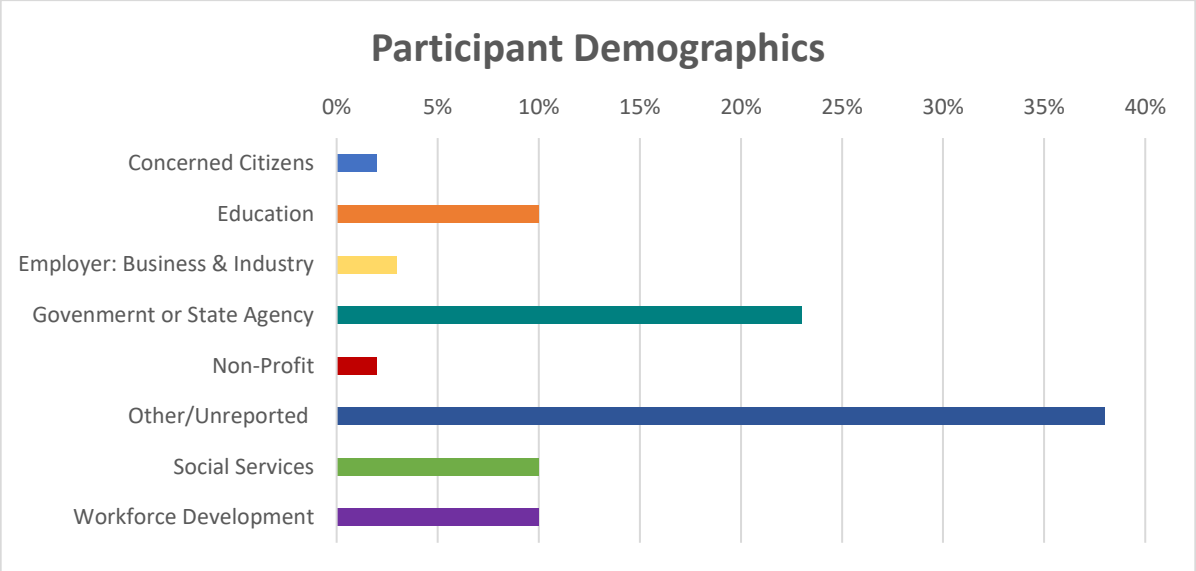


Regions represented in stakeholder input meetings, including locations of meetings



Organizations, industries, and sectors represented in stakeholder input meetings by self-report

4. Stakeholder Insights

Stakeholders identified a number of challenges, barriers, and opportunities Alabama must address as it strives to improve the state's workforce. The themes below emerged as top priorities at each of the local stakeholder input meetings.

(1) Transportation

Key Finding: Stakeholders reported the lack of transportation access directly impedes the public's engagement in employment, vocational training, and educational opportunities. Transportation access is particularly difficult in rural areas.

(2) Childcare

Key Finding: Stakeholders reported limited access to affordable, quality childcare programs during varied work hours prohibits the public's engagement in employment and training opportunities. Childcare programs need to be available and appropriately funded to promote access to quality childcare at affordable rates for Alabama's workforce.

(3) ADA Compliance and Disability Accommodations

Key Finding: Stakeholders reported accessibility for disabled populations must be a priority to develop an inclusive plan for Alabama's workforce. Employees and employers need direct training and support on work sites in order to ensure all current and potential employees are able to meaningfully participate and remain in the workforce. Service providers, employers, educational programs, transportation, websites, and application processes must all adhere to and sometimes go beyond ADA standards to promote inclusivity and accessibility.

(4) Internet and Technology

Key Finding: Stakeholders reported the lack of access to broadband and up to date computer skills training is a barrier to Alabama's workforce and employers. Limited broadband access, particularly in rural areas, was noted as a substantial barrier for workforce of all ages and abilities to access educational, training, and employment opportunities.

(5) Education and Training

Key Finding: Stakeholders reported direct access to quality and equitable education and training must exist in every community to strengthen Alabama's future workforce. Entry-level jobs need adaptable education requirements as an alternative to the GED. Education programs should include life skills or soft skills training as well as vocation specific training for all ages and abilities.

(6) Communication and Accessibility

Key Finding: Stakeholders reported that a unified, common message about all available services and supports is necessary. As part of this unification, Alabama needs a solidified system of access for providers, employers, and the general public to easily access and engage with available information and resources in one place. Communication systems and strategies should promote

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communication among potential employees, employers, and providers, as well as within the community of providers at the state and local levels.

(7) Service Providers

Key Finding: Stakeholders reported that service providers need a shared system of accountability for reaching measurable goals. Services providers need updated processes to streamline access and information distribution as well as greater connection to community resources outside of their own organization. Alignment and accountability to shared goals and simplified processes will help services providers work together with greater ease.

(8) Health, Healthcare, and Benefits

Key Findings: Stakeholders reported that Alabama's workforce needs a system to ensure housing and food security stability while working to obtain employment. This system must provide an interim or gap coverage for those on SSDI/SNAP benefits who are indirectly discouraged from entering the workforce due to the risk of losing benefits. Alabama's workforce needs increased access to health care and healthy living resources including physical health, mental health, and substance abuse services.

(9) Employer Support

Key Findings: Stakeholders reported difficulty engaging local employers. Employers need a streamlined process to access information and engage with local service providers. Continuing to increase employer incentives would recruit new businesses to Alabama and result in the growth of employer engagement with workforce development processes.

(10) Equitable Access and Success

Key Findings: To ensure every Alabama resident possesses the skills and knowledge to succeed, the state should focus on populations with significant barriers to career attainment opportunities. This includes disabled and special needs individuals, English Language Learners (ELL), GED students, first-generation college students, low-income individuals, minorities, rural residents, and single parent heads of household.

5. Vision

Stakeholders were asked to provide one word to represent their vision for the future of Alabama's workforce. The compilation of these words is graphically represented below.

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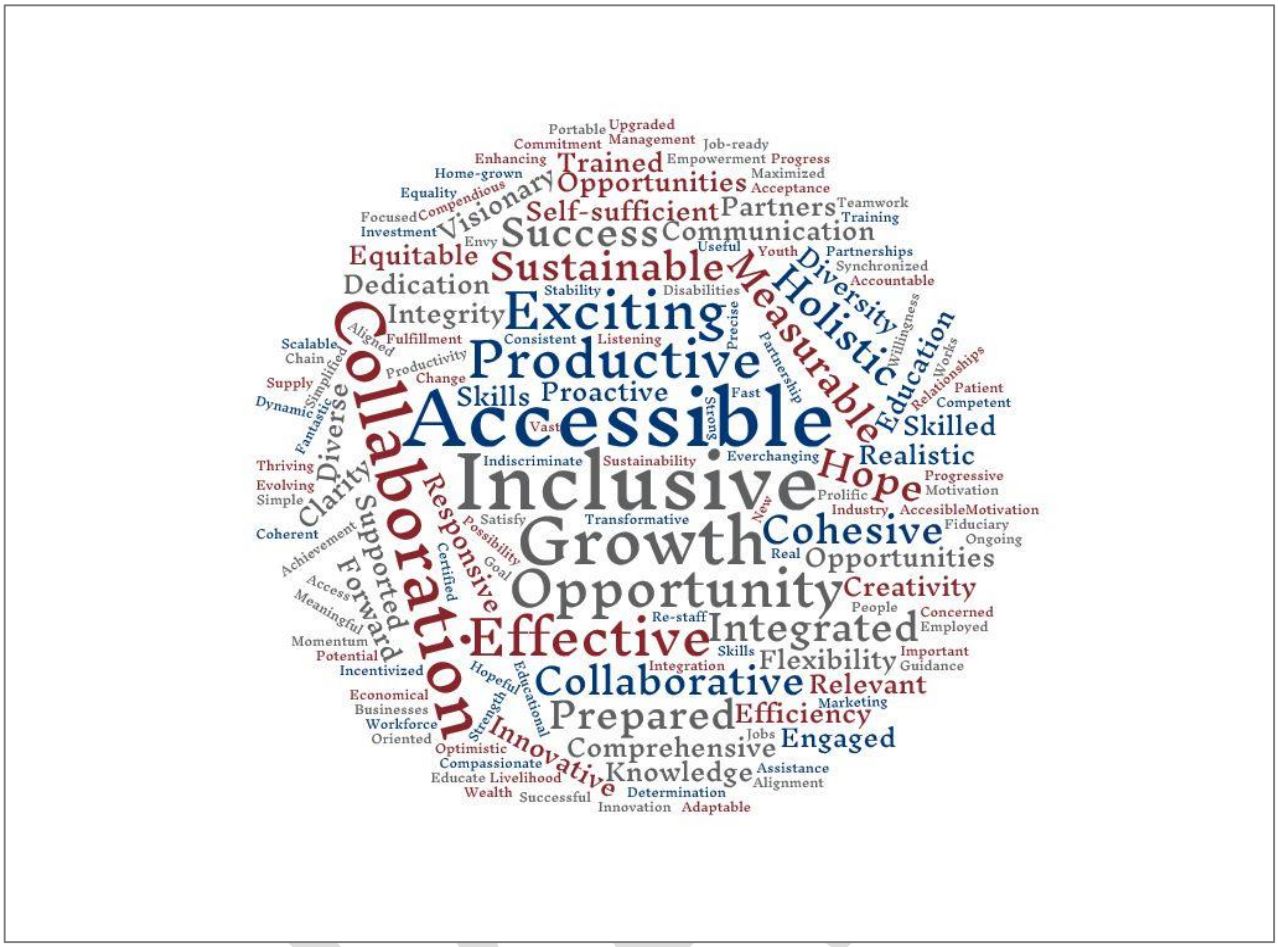

(D) State Plan Indicators of Performance and Program Quality and Accountability Metrics

The combined state plan also aligns the core indicators of performance for the six core WIOA programs, the four secondary CTE indicators, and the postsecondary CTE indicators. Under section 113, accountability for the core secondary CTE indicators of performance, for the fourth indicator (program quality), Alabama selected recognized postsecondary credential attainment. The combined plan also includes a focus on how the development of the ATLAS on Career Pathways will permit the use of LMI to align CTE programs to in-demand career pathways. Perkins V made amendments to the Wagner-Peyser Act (WIOA Title III), which establishes the labor market information and employment service. ALSDE will have access to greater information from the ADOL collected under Wagner-Peyser, and the development of the ATLAS on Career Pathways will coincide with the implementation of Alabama's four-year Perkins state plan. Thus, Alabama will be using consistent data to evaluate, align, and adjust all programs in the combined workforce system.

(E) State Plan Goals

The Alabama Workforce Council has recommended, and the Governor and Legislature have wholly adopted these recommendations as Alabama's goals:

1. The State of Alabama will implement a Workforce System based on the Governor's Economic Development Strategic Plan (Accelerate Alabama 2.0) and Success Plus, which is the second part of a two-part plan to maintain the economic development momentum enjoyed by Alabama over the last several years.
2. Provide a longitudinal data system as an integral part of the new Workforce System.
3. Develop and implement a strong network of empowered Regional Workforce Councils that will play a central role in bridging business needs with a talent supply chain.
4. Implement a streamlined funding system that enables each supply point to excel at meeting business the needs and needs of citizens already in or preparing to be in the Alabama workforce.
5. Create or identify streamlined funding channels for training with clear performance metrics.
6. Develop and support a statewide education and training resource system that enables each resource to excel at meeting business needs effectively.

Goals for preparing an educated and skilled workforce in Alabama include the following:

1. To align and consolidate the programs and activities of the Community College system and Regional Workforce Councils with the state's vision and goals.
2. To align the activities and programs of colleges, universities, and training agencies with the Accelerate Alabama 2.0 plan's three main tenets--Recruitment, Retention, and Renewal.
3. To ensure that all programs have strategies to serve individuals with barriers to employment. (The state has a very strong Department of Rehabilitation Services that works with many training and education programs. Our goal is to increase awareness of solutions for these individuals to be vertically integrated into all workforce programs.)

Goals for meeting the skilled workforce needs of employers in Alabama include the following:

1. To implement a robust Regional Workforce Council System that provides direct feedback to education programs (Community and Technical College System, the K-12 Career Tech System, etc.) and to the Department of Commerce WIOA training providers.
2. To align the activities and programs of local Workforce Investment Boards with activities and programs of the state Regional Workforce Council system.
3. To develop public/private partnerships that provide direct engagement between the public and private entities to increase capacity for meeting employers' workforce needs.

Alabama's core workforce development programs and WIOA partner programs are gathering and analyzing data on performance indicators to report for the current reporting period. All programs will reach an agreement with the Secretary of Labor in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for Program Years 2018 and 2019. To affect an orderly transition to the performance accountability system in Section 116 of the WIOA,

the Departments will continue to use the transition authority under WIOA Section 503(a) to designate certain primary indicators of performance as "baseline" indicators. Alabama is committed to collecting and reporting on all indicators as required by WIOA for current and future years using the reporting system prescribed.

3. Performance Goals

(See Appendix 1)

Assessment

Assessment goals and goals for using assessment feedback to make improvements in programs and activities are as follows: 1.) The ATLAS (Alabama's Terminal on Linking and Analyzing Statistics), the state longitudinal data system has been developed and is being implemented to provide workforce and educational attainment reports to the GOEWT Alabama Workforce Council (AWC), and State Departments to assist with decision making. 2.) The GOEWT and AWC will use the data to make recommendations to the Governor, the Alabama Community College System Chancellor, the Alabama State Department of Education Superintendent, the Secretary of Alabama Department of Commerce, and the Alabama Legislature to meet business needs and improve training/education activities and programs. 3.) The State Workforce Development Board and its leadership will ensure all seven 4.) Local Areas are implementing the Success Plus plan of Governor Ivey based on the numbers being served in the target populations in each area. 4.) Each Local Area Board is responsible for ensuring the local area and each career center is serving those most in need through data from the new integrated workforce system. 5.) Each Regional Workforce Council is assessed through a set of metrics to ensure each is performing and serving the businesses and industry in the area.

4. State Strategy

State Strategies to Achieve Goals

Alabama's strategies for achieving its strategic workforce development goals emerged from a two-year task force study by the Alabama Workforce Council appointed by the Governor on July 2, 2014. This study by Alabama's leaders of industry, business, education and government, recommended these strategies in their report to the Governor on January 31, 2015:

1. Develop and implement a robust longitudinal data system (P-20W) for use by all stakeholders to inform decision-making and planning to meet changing workforce training and education needs. The P-20W data system will collect data from state education agencies, the Department of Labor, industries, and other parties to evaluate education and workforce trends. The system will serve as the centerpiece of the education and industry "feedback loop."
2. Create and launch an awareness campaign to change generational misperceptions about long-term careers in the skilled trades and raise awareness about long-term career

opportunities in Alabama. The campaign will serve as the marketing centerpiece for the state's workforce development efforts to educate students and adults about career pathways and opportunities, and to direct them to a one-stop-shop online resource for more information about educational programs, industry websites, and other workforce development programs.

3. Develop and implement a "One Stop Shop" online workforce information resource -- a single online resource for all information about state workforce development efforts and career opportunities. Separate portals within the main site will deliver content relevant to each of the identified target demographic groups - (1) students, (2) adults seeking to re-enter the workforce, (3) parents, and (4) educators.

State strategies including sector strategies and career pathways as required by WIOA section 101(d)(3) (B), (D)

(A) The Career Cluster Strategy

The Governor's Office of Education and Workforce Transformation has created the Alabama Committee on Credentials and Career Pathways (ACCCP) to identify credentials of value with in the 16 career clusters within the states identified sectors ad 79 associated career pathways. The ACCCP will compile regional test of in-demand career pathways by identifying all pathways that are considered high value for growth and wage increase over time.

Alabama Community College System (ACCS) annually provides entry to postsecondary education for approximately 150,000 students, including credit, non-credit, and adult basic education. In order to meet the challenges of Alabama's current and emerging industries, ACCS is committed to providing the education and training to meet the skills demanded of the new and restructured jobs of the 21st century. Projections show an increasing number of those occupations, also known as middle-skill jobs, require a high school education coupled with some level of postsecondary training in career and technical education programs rather than a baccalaureate or advanced degree. It is projected that out of every ten (10) projected future occupations, one (1) will require a postgraduate degree, two (2) will require a bachelor's degree, and seven (7) will require a certificate, credential, and/or an associate degree. To meet these challenges, ACCS is implementing programs and strategies to:

- Cultivate partnerships and implement a modified "supply chain" approach;
- Create highways to completion (clear, defined steps to completion coupled with student-centered services and supports)
- Build capacity (acquire resources to accomplish the ACCS mission)
- Make data-informed decisions using a longitudinal data collection to evaluate progress and plan next steps.

Alabama's K-12 education system is also involved in workforce development and educating students for Alabama's high demand, high-paying jobs. Alabama public schools now require all

graduates to be college and career ready. Students enrolled in public high schools participate in career awareness courses and have opportunities to earn both college credit and career certifications while attending high school. All 12th-grade students take the ACT WorkKeys assessment to provide prospective employers with information about their work place skills. In addition, all Alabama 11th grade students take the ACT to assess the achievement of academic skills.

Alabama's K-12 schools have a wide variety of Career Technical Education (CTE) programs that allow students to pursue areas of interest for future employment. Career Pathways form a transit system for careers, mapping out the various routes workers can take to achieve their career and life goals. They serve as a recruitment and retention tool for industry sectors, clearly conveying the career pathways within the industry to incumbent and potential employees.

Businesses identify the career progression within occupations they need to prosper. The education system, with continued consultation with employers, organizes programs that allow job seekers to access the right amount of education and training to fulfill those job requirements and move up the career ladder throughout their lives.

The career pathway approach connects levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress towards the education, employment, and career goals of individuals of all ages, abilities, and needs. Career pathways fully engage businesses to help meet their workforce needs. In turn, customers are encouraged to choose among a full range of education and work-based learning opportunities that allows them to earn marketable credentials. Ultimately, the goal is to connect the customer to a career pathway that taps their talents and leads to long-term economic security.
Career pathways are most effective when they are highly informed by businesses in a regional economy and when they are supported by system partners. These pathways can offer a mechanism for those with barriers to employment to move more efficiently into jobs. The workforce development partners can identify potential participants and provide the support services for these job seekers to succeed in their education and training. Business input can help the education system better tailor and update curriculum based on regional industry needs and trends.

The Alabama State Department of Education (ALSDE) represents all schools in the state of Alabama, including 136 high schools. The ALSDE career and technical education (CTE) section is responsible for facilitating career, technical, and academic education. Alabama organizes its CTE programs using the Career Clusters framework. Alabama CTE is offered through the following institutions: (1) Comprehensive high schools, (2) specialized CTE centers, and (3) Community Colleges. Alabama implements programs of study across all sixteen Career Clusters. Alabama has adopted the National Career Clusters Model and is implementing standards and programs across all 16 Career Clusters. The Alabama State Plan indicates that Career Cluster implementation will provide a smooth transition between secondary and post-secondary education and eliminate duplication of coursework. They will help students select a program of study that is academically

and technically challenging that will also lead to postsecondary education opportunities or entry in to a high-skill, high-wage, and high-demand occupation. Alabama CTE leaders are working to align the state's CTE with the Alabama Department Labor's top 40 high-skill, high-wage, and high-demand occupations. This information is being used for all secondary CTE Courses of Study development.

Programs of Study: Alabama maintains programs of study, secondary CTE standards, and postsecondary CTE standards in each of the 16 Career Clusters.

1. Agriculture, Food & Natural Resources Career Cluster
2. Architecture & Construction Career Cluster
3. Arts, A/V Technology & Communications Career Cluster
4. Business Management & Administration Career Cluster
5. Education & Training Career Cluster
6. Finance Career Cluster
7. Government & Public Administration Career Cluster
8. Health Science Career Cluster
9. Hospitality & Tourism Career Cluster
10. Human Services Career Cluster
11. Information Technology Career Cluster
12. Law, Public Safety, Corrections & Security Career Cluster
13. Manufacturing Career Cluster
14. Marketing Career Cluster
15. Science, Technology, Engineering & Mathematics Career Cluster
16. Transportation, Distribution & Logistics Career Cluster

(B) Secondary to Postsecondary Transition & Alignment

Alabama offers dual enrollment and statewide articulation to ease the transition from secondary to postsecondary, namely through the Accelerated High School program, the Early College Enrollment Program, and other dual enrollment opportunities.

Alabama has statewide articulation agreements in the following Career Clusters:

- Agriculture, Food & Natural Resources Career Cluster
- Architecture & Construction Career Cluster
- Arts, AV Technology & Communications Career Cluster
- Business Management & Administration Career Cluster
- Education & Training Career Cluster
- Human Services Career Cluster
- Information Technology Career Cluster
- Manufacturing Career Cluster
- STEM Career Cluster

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- Transportation, Distribution & Logistics Career Cluster

Recognizing a major shortage of craft professionals within Alabama and a need for better career pathways for students, Alabama's legislature signed into law a requirement for all of ALSDE's CTE programs to have industry-supported advisory programs to ensure students are career ready upon graduation.

(C) Industry Collaboration

In 2013, ALSDE created industry committees in response to new legislation requiring Alabama CTE programs to have advisory programs to ensure industry has influence on the training process. ALSDE identified representatives for the construction industry advisory committee by utilizing trade associations, like Associated Builders and Contractors and Home Builders Association. The construction advisory committee consists of a diverse group of industry stakeholders ranging from large contractors to state-led utilities to residential builders.

Feedback from all industry advisory committees indicated a strong demand for industry-recognized credentials, so the committees established Career Readiness Indicators, which equate to credentials or certifications that demonstrate a student is ready for career placement. The construction advisory committee strongly supported the use of NCCER curricula for the craft professions because committee members agreed NCCER provided the most widely recognized credentials.

The construction advisory committee meets twice a year to monitor Career Readiness Indicators, evaluate goals, validate curricula, and ensure that students are learning in-demand skills. This routine observation and feedback allow industry to refine students' skills so that they are better suited for employment right out of high school.

Additionally, students graduating from ALSDE-endorsed workplaces receive not only a high school diploma, but also two credentials. The first credential is from ALSDE, representing successful completion of an endorsed program, and the second is an industry credential that the curriculum is based upon. Students learning construction crafts earn NCCER Core or level credentials, which are also Career Readiness Indicators.

An important part of effectively delivering NCCER training to all of Alabama's CTE students was for the ALSDE to become an NCCER Accredited Training Sponsor. Doing so allowed the ALSDE to establish each of its schools that offer construction programs as NCCER Accredited Training Education Facilities. This streamlined the process of delivering NCCER training and assessments and made it easier for students to obtain NCCER credentials.

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(D) Career Preparedness

To better facilitate career-based decision making among its students, ALSDE requires every student to take a one-credit career preparedness course in ninth grade that focuses on academic and career planning prior to graduation.

The career preparedness course has three integrated areas of instruction: academic planning and career development, financial literacy, and technology. Students define their career goals and plan their coursework through grade 12. This four-year plan is a dynamic document that can be updated, but it serves as a compass for students' career paths. The course allows students to spend a year looking at careers and what it takes to get there.

In addition, ALSDE employs career coaches to better educate students on the options available to them. Career Coaches in Alabama high schools act as liaisons between industry, students, and parents in each of ALSDE's schools. More students are earning in-demand industry credentials than ever before. The ACT WorkKeys assessment is administered to all high school seniors in Alabama public schools.

As baseline data for Alabama's CTE programs the following information for the 2014-15 school year is presented in the table below.

Table: Career Technical Education programs in Alabama

Item/Feature of CTE in Alabama	Number, Amount or Percentage
Number of public high schools	376
Number of public high school offering CTE courses	72
Students enrolled in public high schools	262,062
Students enrolled in CTE courses	170,448
Students identified as high school CTE concentrators	81,341
Number of public community colleges	26
Number of full and part-time students enrolled in public community colleges	125,477
Number of post-secondary CTE concentrators	39,932
Total Perkins funds received	$ 19,175.065
Percentage of Perkins funds distributed to secondary schools	70 %
Percentage of Perkins funds distributed to post-secondary	30 %

The Department of Commerce's Workforce Development Division is dedicated to assisting the growth of Alabama businesses and the workers that sustain their operations. By directing individuals

toward job skills improvement programs, education, and training, the Workforce Development Division equips workers with the tools and talents that employers demand. The Workforce Development Division has two prongs to serve businesses and industry, job seekers, and employees. The Alabama Industrial Development Training agency (AIDT), one of the nation's top state workforce training agencies, offers comprehensive pre-employment selection and training, leadership development, on-the-job training, and assessments — all specific to each company's needs. AIDT has worked with thousands of businesses and trained more than 600,000 workers. The second prong of the Workforce Development Division is the Workforce Innovation and Opportunity Act (WIOA) and are responsible for several workforce programs, including the Alabama Career Centers (Which are jointly funded by the Alabama Department of Commerce and managed by the Alabama Department of Labor) and various training programs.

The division also oversees the state's seven (7) Regional Workforce Development Councils and five (5) of the seven Local Workforce Development Boards The Regional Councils connect local business leaders with education officials to formulate strategies to ensure the job demands of industry are being met. Formally established in 2015 by the Alabama state legislature, the Regional Workforce Councils provide a direct link to the workforce needs of business and industry at the local level. The Councils are business-driven and business-led and work with their member counties to develop a regional strategic plan and comprehensive workforce development system that supports local economic and job development activities. Councils monitor the workforce needs of business and industry in their region, then develop and implement practical solutions. The five Local Workforce Development Boards that are administered by the Workforce Development Division currently contain some of the same membership and the Regional Workforce Councils, which provides the integration and consistency desired at the local levels. Each of the Boards works with the Regional Councils to share information and seek information from local businesses and industry to ensure WIOA training programs are targeting the skills and gaps identified in each local area. Local Area career centers, Local Area Boards, employers, and other partners to continue developing pathways for populations that may have barriers to enter the workplace. The Alabama Department of Labor manages the Alabama Career Center System that is funded by WIOA in Alabama. The respective staffs of these agencies are fully engaged and integrated as we serve the citizens.

The Combined Core Partners and Optimal partners have vowed to continue formally working together and developing a strategy going forward as we learned the power we have when working as a team through this exercise of plan development. We have learned that leveraging our resources is very powerful. In working with our core and optimal partners, to ensure employment, the ACCS has an ever-expanding Work-Based Learning initiative in both non-credit and CTE credit programs. This is targeting ALL populations. As part of our Work-Based Learning strategies, we have registered apprenticeships, nonregistered apprenticeships, Cooperative learning, clinicals, and preceptorships. We are in the process of redesigning CTE programs to ensure Work-Based Learning is an integral part of any CTE program submitted that is a key component of the program. Core partners will be aligned through the guidance of the State and Local Workforce Development boards

to meet the vision of a world-class skilled workforce. Each core and additional partner will focus their services and resources to support the needs of jobseekers and employers. The ACCS Adult Education Office is Alabama's eligible agency for adult education and is responsible for the administrative and programmatic oversight of the Title II AEFLA funds distributed to eligible, competitively selected providers. Under WIOA, ACCS Adult Education eligible providers' services may include all of the following:

- adult education and literacy;
- workplace adult education and literacy;
- family literacy;
- English language acquisition;
- Integrated English literacy and civics education;
- workforce preparation;
- integrated education and training.

ACCS Adult Education will focus on expanding low-skilled individuals' access to career pathways in high-demand occupations. With this focus, the integrated education and training (IET) activities and the contextualized curriculum and materials used for IET will be aligned to Alabama's College and Career Readiness standards for ELA/Literacy, science, and math. In addition, workforce preparation activities will align to OCTAE's Employability Skills Framework, and any occupational training components provided will be based on business and industry standards. All low-skilled job seekers will have access to these Pathways through a "no wrong door" approach to career center services. The 1:2:7 Initiative will allow guidance for all partners to focus on alignment of resources to meet the objective of a trained skilled workforce. Alabama's strategies for achieving its strategic workforce development goals emerged from a two-year task force study by the Alabama Workforce Council (AWC). This study, by Alabama's leaders of industry, business, education and government, recommended these strategies in their report to the Governor in 2015:

1. Develop and implement a robust longitudinal data system (P-20W) for use by all stakeholders to inform decision-making and planning to meet changing workforce training and education needs. The P-20W data system will collect data from state education agencies, the Department of Labor, industries, and other parties to evaluate education and workforce trends. The system will serve as the centerpiece of the education and industry "feedback loop.
2. Create and launch an awareness campaign to change generational misperceptions about long-term careers in the skilled trades and raise awareness about long-term career opportunities in Alabama. The campaign serves as the marketing centerpiece for the state's workforce development efforts to educate students and adults about career pathways and opportunities, and to direct them to a one-stop-shop online resource for more information about educational programs, industry websites, and other workforce development programs.
3. Develop and implement a "One Stop Shop" online workforce information resource -- a single online resource for all information about state workforce development efforts and career opportunities. Separate portals within the main site will deliver content relevant to

each of the identified target demographic groups - (1) students, (2) adults seeking to re-enter the workforce, (3) parents, (4) educators, and (5) individuals with disabilities.

4. The Governor has directed that all actions related to job creation and workforce development are required to have a direct correlation to the Accelerate Alabama Plans that formally identify twelve (12) industry development sectors. The AWC recommendations mentioned here are all based on direct industry input, workforce data, and are connected through the Accelerate Alabama Plan. The Alabama Department of Commerce, through its Workforce Development Division, will ensure alignment and full integration with all workforce system agencies, entities and citizens.

(E) The Strong Start, Strong Finish Initiative

Governor Ivey launched the Strong, Start Strong Finish education initiative nearly two years ago, in July 2017, to integrate Alabama's early childhood education, K-12 education, and workforce development efforts into a seamless educational journey for all Alabamians. Strong Start, Strong Finish is composed of three major strategies: Pre through Three (P-3); Computer Science for Alabama (CS4AL); and Success Plus. Pre to Three is focused on securing state-wide saturation for the Alabama First-Class Pre-K Program and ensuring that all of Alabama's third-graders are proficient readers by 2022. CS4AL will ensure that a rigorous computer science course is offered at all of Alabama's middle and high schools by 2022. Success Plus will prepare 500,000 more Alabamians to enter the workforce with high-quality postsecondary degrees, certificates, and credentials by 2025. With the passage of the Strong Start, Strong Finish legislative agenda (Act 2019-523, Act 2019-389, and Act 2019-506), Governor Ivey has delivered on the most sweeping and transformative education agenda since the Brewer Administration. At the two-year anniversary of the launch of the Strong Start, Strong Finish, Governor Ivey is well down the path of implementing comprehensive initiatives that are making progress towards each of the Strong Start, Strong Finish major strategies and benchmarks.

Governor Ivey's strategic vision Alabama's education and workforce system includes five benchmarks to ensure that all Alabamians are prepared for a strong start and a strong finish to their education journey—no matter what phase of life they may find themselves. The five Strong Start, Strong Finish benchmarks are:

1. pre-k readiness to ensure that all of Alabama's four-year-old children are prepared for an excellent early childhood education experience;
2. school readiness to ensure that all of Alabama's five- and six-year-old students enter kindergarten and/or first grade with advanced skills;
3. literacy and numeracy by age eight to ensure that all of Alabama's students are prepared to persist through difficult coursework;
4. career exploration and discovery so that all students understand how to connect their interests and aptitudes with academic skills they learn in the classroom; and
5. college and/or career readiness so that all students graduate high school prepared to enter into postsecondary education or into an in-demand occupation.

Each of the three major Strong Start, Strong Finish strategies—P-3, CS4AL, and Success Plus—is composed of initiatives designed to make progress against two or more of the five benchmarks. P-3 is composed of strategies that address the first three benchmarks—pre-k readiness, school readiness, and literacy and numeracy. CS4AL is focused on benchmarks three through five (literacy and numeracy, college and career exploration, and college and/or career readiness). Success Plus highlights fourth and fifth benchmarks of career exploration and discovery and college and career exploration.

(F) Governor's Office of Education and Workforce Transformation (GOEWT)

Governor Ivey established the Governor's Office of Education and Workforce Transformation (GOEWT) to ensure that the attainment and labor force participation goals are met through an equity-based framework. The GOEWT will work to braid Alabama's federal CTE and WIOA funding streams through the combined 2020 state WIOA plan to develop career pathways based on work-based learning and credential attainment. The GOEWT will use data from the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, Alabama's P20-W system, to assist the Alabama Committee on Credentialing and Career Pathways (ACCCP) in establishing competency-based career pathways and stackable sequences of valuable credentials in all sixteen industry sectors.

(G) Alabama's Economic and Workforce Transformation

Alabama's economy is thriving with a September 2019 unemployment rate of 3.0 percent, and a record number of Alabamians in the workforce, yet it is imperative that Alabama's workforce development programs are capable of training enough Alabamians to fill the thousands of new jobs flooding into the state. To achieve the Alabama attainment goal and to ensure that participants in Alabama's workforce development programs have access to in-demand career pathways that lead to valuable, portable, post-secondary degrees, certificates, and credentials,

Governor Ivey is committed to meeting the Alabama postsecondary attainment goal of adding 500,000 credential holders to the workforce and raising Alabama's labor force participation rate of 57.8 percent to the national average of 63.1 percent by 2025 through human capital development and a new social compact between the workforce and Alabama's employers. Stackable, trackable, portable, and transferable industry-recognized credentials that are linked to fast-growing, high-wage, and high-demand career pathways will create career pathways for in-school youth based on work-based learning and credential attainment and will provide multiple points of entry and exit from the workforce for adults who need to earn competency-based credentials to reenter the workforce or upskill. A currency of credentials of value will create a reciprocal feedback loop between employers and the workforce by signaling progressive wage increases, upward mobility within a firm, and the potential for lateral transfers within and between industry sectors. A credential currency will also signal to many people who are disengaged from the workforce, who are also economically disadvantaged and socially at-risk, that entry into a skill- and competency-based career pathway is also a path into economic security.

The State of Alabama is undergoing an economic and workforce transformation, which will result in fewer low-skill jobs that require less a high school diploma or less. Alabama is developing a burgeoning bio-tech hub between Birmingham and Huntsville, which is leading the way nationally in aerospace, cybersecurity, biomedicine, and advanced manufacturing. Labor market projections indicate a growing gap in the supply of qualified employees for middle-skills jobs—those that require training beyond high school but less than a four-year degree.[10] Shortfalls are expected to be particularly acute in fields that are growing in Alabama, such as computer technology, nursing, and advanced manufacturing. Thirty-four of Alabama's 40 Hot Demand Occupations require secondary and postsecondary STEM education.[11] Between 2017 and 2027, STEM jobs will grow by 9 percent in Alabama, while non-STEM jobs will only grow by 5 percent.[12] The educational and training requirements of high-demand, fast-growing, and high-earning occupations show the significance of education in developing the workforce of the future. Alabama's educational attainment is low compared to the nation as a whole. About 84 percent of Alabamians age 25 and over have graduated from high school, compared to 87 percent for the United States. Of that total population over age 25, about 24 percent in Alabama have a bachelor's or higher degree, which is lower than the nation's 30 percent. Skill and education requirements for jobs keep rising, which highlights a strong need to raise educational attainment in the state. In general, high-earning occupations require high educational attainment levels; all of the top 50 high-earning occupations require a bachelor's or higher degree. Twenty of the 40 high-demand occupations require an associate degree at the minimum, and 19 require a bachelor's or higher degree. Ten of the 20 fast-growing occupations require an associate degree at the minimum, and seven require a bachelor's or higher degree.

Creating the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways will provide the P20W Council, the Alabama Workforce Council, and the Regional Workforce Council with the information needed to identify the career pathways in which to concentrate braided WIOA and CTE funding, based on labor market data. Workforce development agencies must view all of the workforce development and other programs (e.g., adult education, career technical training, worker retraining, career readiness, etc.) as one system.[13] In an aligned workforce and economic development system, education institutions are viewed as the arbiter of student supply and workforce demand. In other words, education institutions develop and implement strategies that

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[10] Messing-Mathie, Andrea, Building Apprenticeship Systems for Middle-Skill Employment: Comparative Lessons in Innovation and Sector-Based Strategies for Apprenticeships, National Academies of Science, pg. 6, accessed on 6 August 2018 <`https://sites.nationalacademies.org/cs/groups/pgasite/documents/webpage/pga_170050.pdf>.

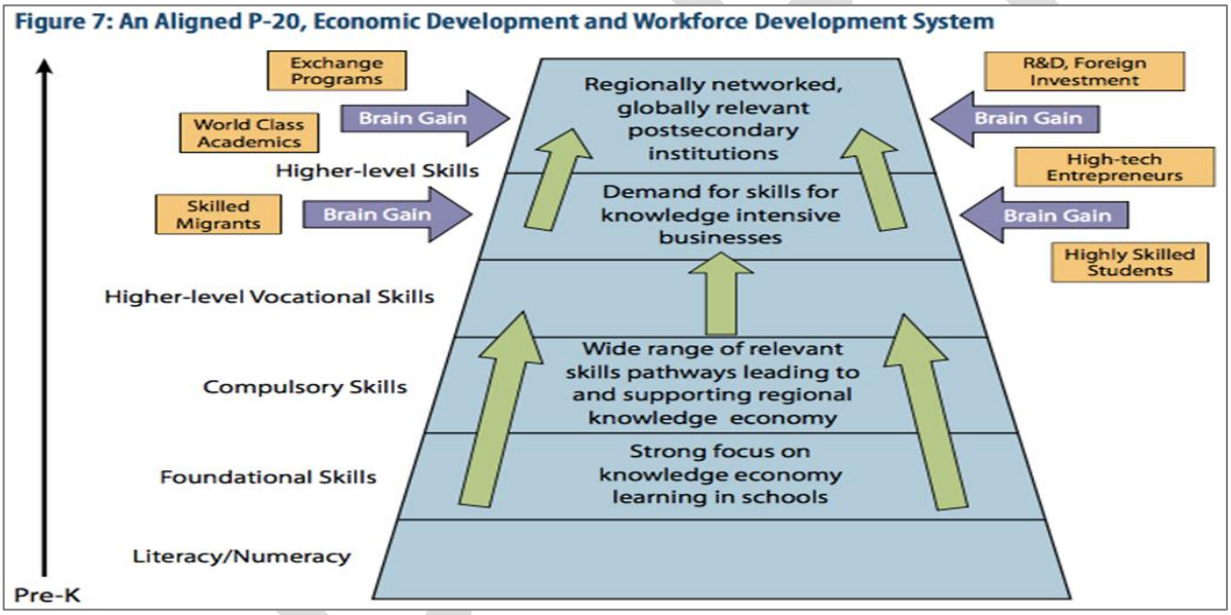
[11] Alabama's Hot 40 Demand Occupations, Alabama Department of Labor, accessed on 23 September 2018 <http://www2.labor.alabama.gov/workforcedev/MapsandPosters/Hot40En/AL.pdf>.

[12] Alabama STEM Demand, Education Commission of the States, accessed on 23 September 2018<http://vitalsigns.ecs.org/state/alabama/demand#fields-growing>.

[13] State of Workforce Report IX: Alabama, Center for Business and Economic Research, University of Alabama Center for Economic Development, May 2017, accessed on 5 August 2018 <http://www2.labor.alabama.gov/workforcedev/WorkforceReports/Alabama.pdf>.g.

meet both the needs of a diverse population and the needs of business to fill the highly-skilled, livable-wage jobs that are available in a rapidly changing economy. To sustain workforce development alignment, institutions need to be fully aware of the jobs and skills that are in high demand in their regional economy. They need to compare data on these high-demand jobs and skills with the degrees, programs, and curriculum covered at their institutions. In addition, education institutions must work with economic development and business leaders to evaluate the effectiveness of their programs and engage them in the development of needed programs. Addressing the profound challenges faced by communities in critical education and economic distress requires wholesale reforms beginning with basic literacy skills in preschool and progressing to the higher-level vocational and academic skills in postsecondary education. Education institutions should be engaged with business and economic development leaders to develop interventions and policies all along the P-20 pipeline that will result in higher academic achievement and preparation for the workforce. As Benneworth's model of an aligned system illustrates, a strong P-20 system that is connected to the critical needs of industry creates a growth cycle that leverages investment, attracts high-tech entrepreneurs, and results in brain gain to the region.

Figure 7: An Aligned P-20, Economic Development and Workforce Development System



As a supplier of workers, postsecondary education institutions must understand the academic and career goals of students and customize instruction to allow students to achieve those goals in a timely, cost-effective manner. In addition, they must engage K-12 education instructions, adult basic education programs, one-stop centers, and other workforce training systems in developing the mechanisms necessary to guarantee a smooth transition from these programs into postsecondary education and the workforce.[14]

[14] Vandal, Bruce, *Reviving the Education Engine: Effectively Aligning Education, Workforce, and Economic Development Policy*, Education Commission of the States, 2009, accessed on 5 August 2018 <https://about.otc.edu/media/uploads/2015/04/RevvingEdEngine.pdf>.

(H) The Alabama Attainment Goal

Governor Ivey has set a postsecondary education attainment goal of adding 500,000 credential holders to Alabama's workforce by 2025. Alabama is committed to meeting the Alabama postsecondary attainment goal of adding 500,000 credential holders to the workforce and raising Alabama's labor force participation rate to the national average by 2025 through human capital development and a renewed social compact for Alabamians. Using the combined 2020 WIOA plan and the Alabama Career Pathways Model, Alabama is working to establish a wage premium for individuals who presently are unable to enter the labor force due to barriers such as a lack of childcare or transportation or disillusionment regarding the prospects of upward mobility. The career pathway model will provide a feedback loop between employers and employees that will signal to individuals who currently are not betting on work to take a chance on a competency-based career pathway. A currency of credentials of value will also signal progressive wage increases, upward mobility within a firm, and within and between industry sectors. The 2020 WIOA Combined Plan will ensure that Alabama's workforce system is driven by data and by the needs of industry and special populations to serve two customers: employers and job seekers.

The global economy is changing rapidly, and there is an increasing need for workers who possess skills and training beyond a high school diploma. Workers with a post-secondary credential have taken 8.4 million jobs since 2011 in the United States, but workers with a high school diploma or less took only 80,000 jobs, after losing 5.6 million jobs in the last recession.[15] The Lumina Foundation, a non-profit organization committed to increasing the number of Americans who hold quality post-secondary credentials, has set the goal that 60 percent of Americans will hold a high-quality degree, certificate, or credential by 2025.[16] Between now and 2025, assuming current rates of degree and certificate production continue, about 24.2 million Americans will earn postsecondary credentials. To reach the 2025 goal, 16.4 million more high-skilled workers need to be added to that total.[17] Alabama's attainment gap is similar to the national numbers. Alabama's 2017 attainment rate was 43 percent, while the experts project that Alabama's demand for post-secondary education attainment in 2025 will be 51 percent.[18] As part of the Strong Start, Strong Finish Initiative, Governor Ivey has set a post-secondary education attainment goal for Alabama of adding 500,000 highly-skilled employees to Alabama's workforce by 2025 through the Success Plus plan, which

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[15] Carnevale, Anthony, Tamara Jayasundera, and Artem Gulish. "America's Divided Recovery: College Have and Have Nots 2016," Georgetown Center on Education and the Workforce, McCourt School of Public Policy, accessed on 29 July 2018 < https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Americas-Divided-Recovery-web.pdf>.

[16] *Lumina Foundation Strategic Plan for 2017 to 2020,* Lumina Foundation, accessed on 29 July 2018 < https://www.luminafoundation.org/files/resources/strategic-plan-2017-to-2020-apr17.pdf>.

[17] *Ibid.*

[18] *Preparing Alabama's Workforce for Opportunity and Growth: Recommendations from the Alabama Workforce Council's Statewide Educational Attainment Committee,* 30 April 2018, page 2, accessed on 29 July 2018 < https://alabamaworks.com/wp-content/uploads/2018.04.30_SuccessPlus.pdf>.

will equate to approximately 60 percent of Alabamians holding post-secondary credentials, degrees, and certificates of value.[19]

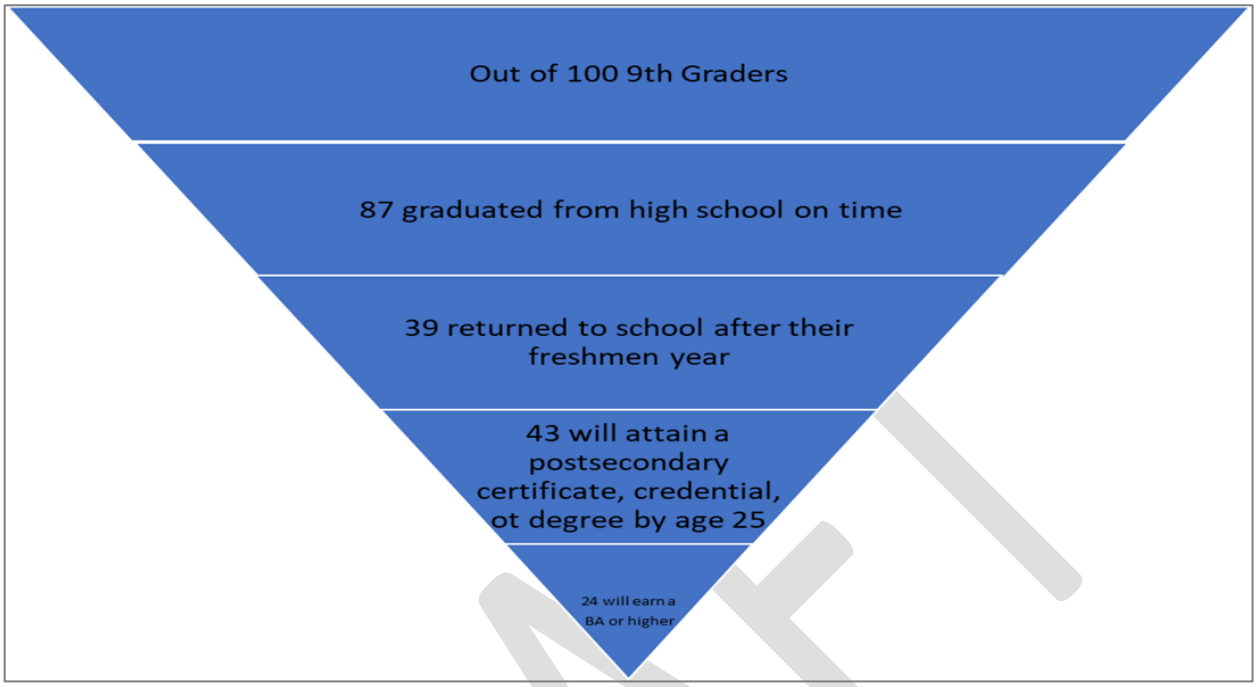

Figure: Alabama's Attainment Dilemma

Based on recommendations from the Success Plus plan, Governor Ivey has set five absolute priorities for reaching the post-secondary educational attainment goal: 1) All Alabama residents will understand the importance of earning certificates, credentials, and degrees and will know how to find information and resources to start or continue their education and training; 2) all Alabama residents will have access to education and will receive the continuous support they need to complete certificates, credentials, and degrees; 3) career pathways from education and training to high-demand jobs will be defined; 4) partners at the state, regional, and local levels will work together to increase post-secondary educational attainment in Alabama; 5) progress toward Alabama's goal for post-secondary educational attainment will be tracked and shared regularly using data and evidence-based practices. To measure progress against each of the Success Plus absolute priorities, five key metrics have been identified, which will be tracked and shared regularly: 1) Post-secondary educational attainment rate; 2) college and career readiness; 3) participation in work-based learning; 4) enrollment and completions for all levels of education and training by population, race/ethnicity, gender, and workforce region; and 5) the employment and workforce participation rate.[20] Alabama's attainment efforts will focus on high school students (Grades 9–12); out-of-school youth; post-secondary students (18-24 years old); adult learners; veterans; individuals

[19] *Ibid.*, page 3.

[20] *Ibid*, page 6.

in the corrections system; and populations with significant barriers to post-secondary educational attainment opportunities in Alabama, including disabled and special needs individuals, English language learners, first-generation college students, low-income individuals, minorities, rural residents, and women. Governor Ivey's Consolidated State Workforce Development Strategic plan will help achieve each of the Success Plus absolute priorities by aligning federal workforce development funding streams, enabling data-driven workforce development decisions, and by scaling access to valuable credentials and work-based learning through the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP).

Table: Success Plus Metrics and Indicators

	Success Plus Metrics	Purpose	Data Source
1	Post-secondary Educational Attainment Rate	Measures progress toward overall post-secondary educational attainment goal	Educational Attainment Data Dashboard
2	College and Career Readiness	Indicates readiness of high school graduates to continue along pathways to continuing education opportunities and high-demand jobs	ALSDE College and Career Ready Dashboard
3	Participation in Work- Based Learning	Serves as an indicator for career success	Alabama Community College System, Alabama Dept. of Commerce, and Alabama State Dept. of Education
4	Enrollment and Completions for All Levels of Education and Training by Population, Race/Ethnicity, Gender, and Workforce Region	Measures progress toward closing attainment gaps for particular populations and regions	Alabama Commission on Higher Education
5	Employment and Workforce Participation Rate	Demonstrates alignment between workforce preparedness and business/industry demand	Alabama Department of Labor

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(I) Braiding Federal Workforce Development Funding Streams

Federal investment in workforce development comes primarily through the Carl D. Perkins Career and Technical Education Act (CTE) and the Workforce Innovation and Opportunity Act (WIOA).[21] The Workforce Innovation and Opportunity Act (WIOA), which succeeded the Workforce Investment Act of 1998 (WIA), is the primary federal legislation that supports workforce development. WIOA was enacted to bring about increased coordination and alignment among federal workforce development programs. Most of its provisions went into effect on July 1, 2015, and the law authorizes appropriations for WIOA programs from FY2015 through FY2020.

(J) The Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA), which succeeded the Workforce Investment Act of 1998 (WIA), is the primary federal legislation that supports workforce development. For program year 2018, the federal government appropriated more than $7.4 billion to states for the six core WIOA programs: youth ($899.6 million); adult $842.5 million); dislocated worker ($1.257 billion; Wagner-Peyser ($663.6 million); adult education and family literacy ($542.9 million); vocational rehabilitative services ($3.184 billion). For Program Year 2018, Alabama received a total of $139.4 for the six core WIOA programs (about 1.9% of total national funding), including $16.3 million for adult programs, $19.3 million for dislocated workers, $16.8 million for the youth program, $8.9 million for Wagner-Peyser, $9.5 million for adult education and family literacy, $275,000 for integrated English language and civics education (IELCE), and $68.3 million for vocational rehabilitation. The five titles of WIOA include six core programs—adult, dislocated worker, and youth programs (Title I of WIOA), adult education (Title II), the employment service program (Title III), and the vocational rehabilitation program (Title IV). The six core programs are administered by multiple agencies. The Department of Commerce is responsible for implementing the Title I programs, the Alabama Community College System (ACCS) manages Title II, the Alabama Department of Labor oversees Title II, and the Alabama Department of Rehabilitation Services (ADRS) oversees Title IV.

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[21] It is possible to include numerous programs under the general label of "workforce development" or "job training." For example, a recent GAO study reported that there are "47 employment and training programs administered across nine agencies" with a combined appropriation of $33.8 billion, of which $12.2 billion was spent on employment and training activities (in FY2010). See U.S. Government Accountability Office, Multiple Employment and Training Programs: Providing Information on Colocating Services and Consolidating Administrative Structures Could Promote Efficiencies, GAO-11-92, January 2011, p. 5, http://www.gao.gov/new.items/d1192.pdf. For many of the programs in the GAO study (e.g., Temporary Assistance for Needy Families, Food Stamps), however, the primary focus and the vast majority of funding are dedicated to activities other than training and employment. Likewise, Workforce Alliance identified 16 programs in six federal agencies as "key workforce development programs." See Gwen Rubinstein and Andrea Mayo, Training Policy In Brief: An Overview of Federal Workforce Development Policies, The Workforce Alliance, 2nd Edition, Washington, DC, 2007. Although The Workforce Alliance (now known as the National Skills Coalition) report identified fewer workforce development programs than the GAO study, it also includes several programs (e.g., Pell Grants) that are primarily part of the education system, as opposed to the workforce development system.

WIOA Core Agencies

- Alabama Department of Commerce (Title I youth, adult, dislocated worker)
- The Alabama Community College System (adult education)
- The Alabama Department of Labor (Title III Wagner-Peyser and the Employment Service)
- The Alabama Department of Rehabilitation Services (Title IV Rehabilitation Services)

WIOA Partner Agencies

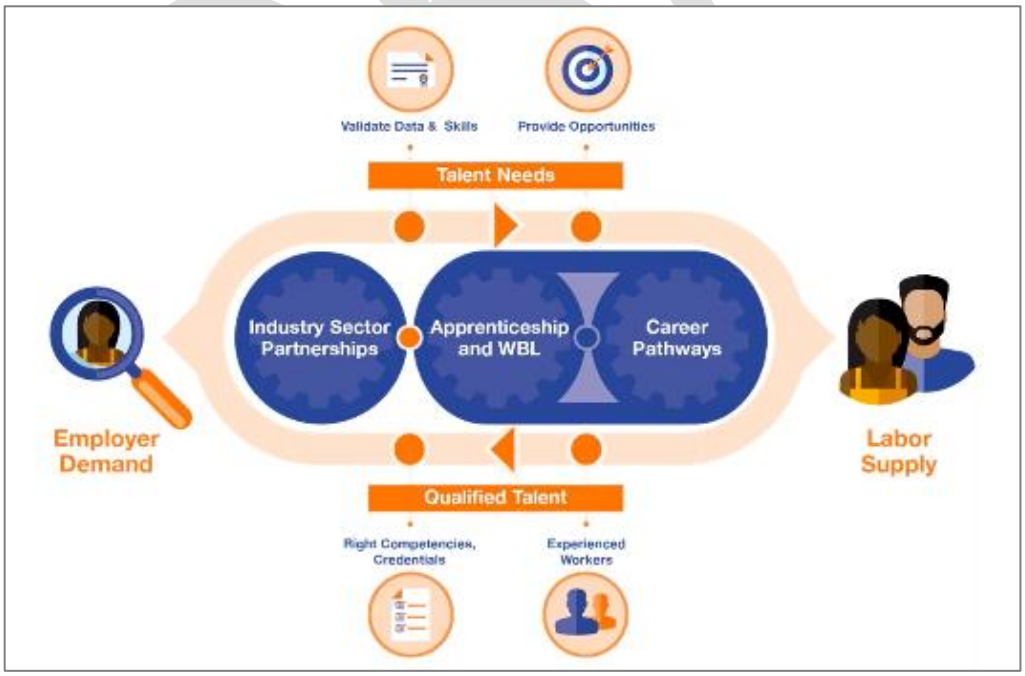
- The Alabama State Department of Education (Perkins CTE)
- The Alabama Department of Human Resources (SNAP and TANF)
- The Alabama Department of Veterans Affairs
- The Alabama Department of Senior Services

WIOA Priorities

More strategic local boards, creation of career pathways and sector strategies that allow the business community to engage with all education and workforce agencies to create aligned opportunities for special populations across all agencies; data-driven decision making; validate data and provide work-based learning opportunities aligned to labor market data; allowing the employer community to tell their story once throughout the entire system rather than having to go to each agency.

Planning

State and local boards are 51 percent business and industry, 20 percent worker organizations, which means 71 percent of the board is composed of customers. WIOA also creates planning regions. Each state determines whether the planning regions and local areas are concurrent.



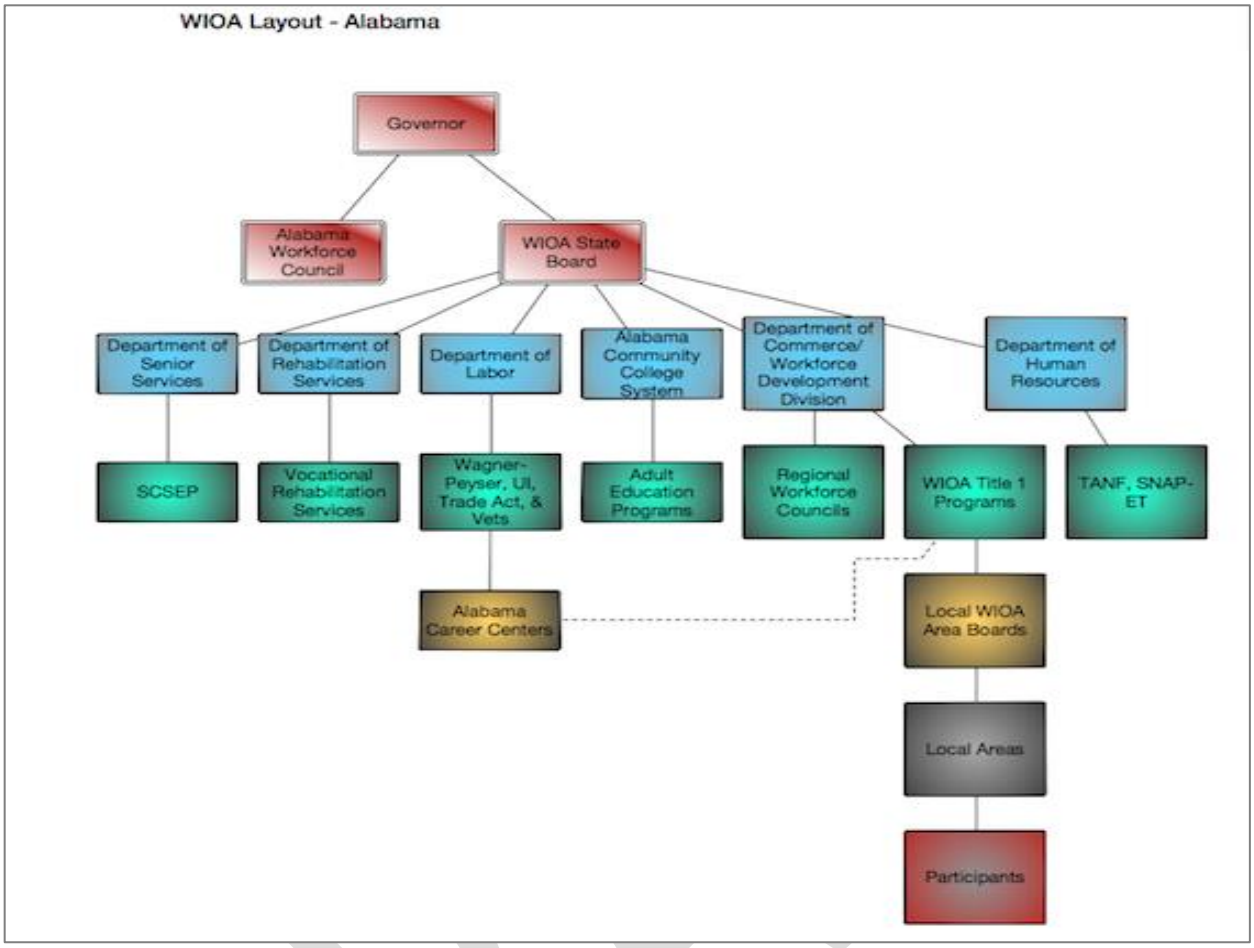


Figure: WIOA Layout - Alabama

WIOA includes five titles:

- Title I—Workforce Development Activities—authorizes job training and related services to unemployed or underemployed individuals and establishes the governance and performance accountability system for WIOA;
- Title II—Adult Education and Literacy—authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education;
- Title III—Amendments to the Wagner-Peyser Act—amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA;
- Title IV—Amendments to the Rehabilitation Act of 1973—authorizes employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the One-Stop system; and
- Title V—General Provisions—specifies transition provisions from WIA to WIOA.[22]

[22] Bradley, David H., *The Workforce Innovation and Opportunity Act and the One-Stop Delivery System*, the Congressional Research Service, 27 October 2016, accessed on 29 July 2018 < https://fas.org/sgp/crs/misc/

The five titles of WIOA include six core programs—adult, dislocated worker, and youth programs (Title I of WIOA), adult education (Title II), the employment service program (Title III), and the vocational rehabilitation program (Title IV). In Alabama, the Department of Commerce is the fiscal agent for WIOA. The Department of Commerce Workforce Development oversees the data collection and performance indicators for all six core programs. WIOA adopted six uniform performance indicators for all of the WIOA core programs. The six primary indicators of performance in WIOA are:

A. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
B. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
C. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
D. the percentage of program participants who obtain a recognized postsecondary credential (or secondary school diploma or equivalent) during participation or within one year after program exit;
E. the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
F. the indicators of effectiveness in serving employers established by the Secretaries of Labor and Education.[23]

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R44252.pdf>.

[23] *Ibid.*, page 32.

Table: WIOA Service or Program and Programs and Activities	
Service or Program	**Programs and Activities**
Alabama Career Center System	Operated as a partnership between the Alabama Department of Commerce ((WIOA Adult, Dislocated Worker, and Youth) and the Alabama Department of Labor (Wagner-Peyser, UI, TAA and Veterans). The Career Center System also collaborates with Adult Education, Rehabilitative Services, TANF, SNAP and Title IV of the Older Americans Act (SCESP). Statewide there are 26 Comprehensive Career Centers and 14 satellite and itinerant sites in the system. In PY2014 the Alabama Career Center System provided 352,837 individuals with Wagner-Peyser labor exchange services and 7,924 individuals with WIOA training services, serving low-income adults, youth, and dislocated workers. Wagner-Peyser funding for PY2014 was $8,502,449 and Workforce Investment Act funds totaled $32,090.579.
Adult Education	Adult Education services are offered through the Alabama Community College System (ACCS) throughout the state. In Fiscal Year 2015 funding totaled $20,154,737 and had enrolled approximately 20,000 full time and 26,000 part-time students in adult education classes. Adult Education has been an active partner with the Alabama Career Center system since 2001 and will continue to expand services within the Career Centers under WIOA.
Alabama Department of Labor – Wagner-Peyser, Unemployment Insurance, Trade Act, and Veterans Services	The Alabama Department of Labor (ADOL) houses the Wagner-Peyser program (Employment Service), Unemployment Insurance, Trade Act, and Veterans Services programs. ADOL Wagner-Peyser and WIOA Title I programs have been collocated as part of the Alabama Career Centers since 2001. The Alabama Job Link (AJL) is provided by the ADOL. Alabama Job Link is the online job seeker and employer registration system that provide job seeker skills, abilities and work history with employers posting job openings in the system. ADOL provides Trade Act services and Veterans employment representatives in the Career Centers. In PY2014
Alabama Department of Rehabilitation Services (ADRS)	The Department of Rehabilitation Services Vocational Rehabilitation Services (VRS) provides specialized employment and education related services and training to assist teens and adults with disabilities to become employable. Services include skill assessments, counseling, training programs, job placement, assistive technology and transportation. For Program Year 2014 funding for the VRS program totaled approximately $25,000,000; and for the same period 31,244 job seekers with disabilities were provided services. Since 2001 the VRS has been an active partner in the Alabama Career Center System.

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(K) The Carl D. Perkins Act

The Carl D. Perkins Act (Perkins V) is the preeminent source of federal funding for secondary and post-secondary career and technical education. The Perkins Act provides nearly $1.3 billion annually to CTE programs across the nation. Perkins Basic State Grants provide formula funding to states. The basic grant awards are divided between high schools and community colleges. States are given discretion on how to split the funds between secondary and postsecondary education, but a minimum of 85 percent of these grants must be distributed based on a formula to local secondary and postsecondary institutions that target disadvantaged students.[24] In 2015 and 2016, Alabama received $19.2 million from the Perkins Basic State Grant. Of the $19.2 million, ALSDE received $14.3 million, and the Alabama Community College System received $4.9 million. The community college share is based on Pell, Bureau of Indian Affairs (BIA), and incarcerated student enrollment. The Alabama State Department of Education is the fiscal agent for Perkins funding, and ALSDE receives the Perkins Basic State Grant from the U.S. Department of Education and awards sub-grants to local education agencies through a complex formula.[25]

The Division of Career and Technical Education and Workforce Development at the ALSDE is responsible for overseeing secondary Career and Technical Education (CTE) programs in Alabama's middle and high schools. Secondary CTE standards are designed for specific "career clusters," which organize CTE programs of study to prepare students for further education or employment in pathways such as health care, business, and manufacturing. Alabama has adopted the National Career Clusters Model and is implementing standards and programs across all 16 career clusters. At the postsecondary level, CTE is delivered through Alabama's community colleges. With 24 colleges and 76 locations, the Alabama Community College System (ACCS) reaches almost every corner of the state. In 2015, 64,053 postsecondary students participated in CTE.[26] The Alabama Community College System offers dual enrollment and statewide articulation agreements to ease the transition from secondary to postsecondary CTE programs. The Alabama Commission on Higher Education coordinates transfer agreements between Alabama's community and technical colleges and the four-year public institutions for advanced CTE programs.[27]

The U.S. Congress passed the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), a six-year reauthorization of Perkins on Wednesday, July 25, 2018. The

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[24] "How Career and Technical Education Can Help Students Be College and Career Ready: A Primer." College & Career readiness & success Center, American Institutes for Research: Washington, D.C., March 2013, pg. 2-3, accessed on 23 April 2018 <http://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf>.

[25] *Supra* note 20.

[26] "ALABAMA: Career Technical Education (CTE) Profile." NAPE: National Alliance for Partnerships in Equity Education Foundation. *Napeequity.org*, accessed on 26 April 2018 <http://www.napequity.org/nape-content/uploads/Alabama-2014-Fact-Sheet_final_4-23-14.pdf>.

[27] "Responsibilities." *The Alabama Commission on Higher Education*, accessed on 26 April 2018 <http://www.ache.state.al.us/Content/About%20Us/Responsibilities.aspx>.

reauthorization provides a federal definition for work-based learning, permits the braiding of Workforce Innovation and Opportunity Act (WIOA) and Perkins funding to provide more robust apprenticeship opportunities beginning in high school, adopts performance indicators similar to the performance indicators designed for the six WIOA core programs, adopts WIOA definitions (career pathways, in-demand occupation, recognized post-secondary credential, and industry and sector partnership), and reduces the length of time covered under a Perkins state plan from six years to four years (the same length as WIOA) to encourage alignment, requires the Perkins fiscal agent to consult with WIOA state and local workforce boards and the Governor when developing the Perkins state plan, and requires the fiscal agent to allow the Governor to sign off on the state plan before it is submitted to the U.S. Secretary of Education. Perkins V also permits states to set their own annual targets on the core indicators of performance at both the secondary and postsecondary education levels without approval from the Secretary of Education.[28]

Table 1. Comparison of Provisions in H.R. 2353 to Current Law

Provision	Current Law	H.R. 2353
Overall Structure and Funding Levels		
General structure	The Perkins Act has three titles: Title I: Career and Technical Education Assistance to the States Title II: Tech Prep Education Title III: General Provisions	H.R. 2353 has two titles: Title I: Career and Technical Education Assistance to the States Title II: General Provisions
Program repeals	Not applicable.	H.R. 2353 would repeal two programs: Tech Prep[a] and Occupational and Employment Information (OEI).[b] Tech Prep has not been funded since FY2010, and OEI has not been funded under the Perkins Act.
Authorization levels	The Perkins Act contains authorizations of appropriations for five separate programs: • Basic State Grants (BSG); • National Programs; • Tribally Controlled Postsecondary Career and Technical Institutions; • OEI; and • Tech Prep. Each of these programs was authorized at "such sums as may be necessary" for FY2007-FY2012. All of these programs were automatically extended through FY2013 by the General Education Provisions Act (GEPA).	H.R. 2353 would include authorizations of appropriations for FY2018-FY2023 for each of the three programs that it does not repeal: • Basic State Grants; • National Programs; and • Tribally Controlled Postsecondary Career and Technical Institutions. The levels of authorized funding would increase each year for each of the programs, reaching a total of $1.23 billion in FY2023. The detailed authorizations of appropriations for each of the programs are shown in **Table A-1**.

Figure: Comparing the Structure of and Funding Levels of Perkins IV and V[29]

Aligning CTE and WIOA could help to set new parameters on how the funds will be used. For example, the regional and statewide compendia of valuable credentials promulgated by the Alabama

[28] Parker, Stephen, *Summary—Strengthening Career and Technical Education for the 21st Century Act of 2018*, National Governor's Association, 25 June 2018.

[29] Granovskiy, Boris, *Reauthorization of the Perkins Act in the 115th Congress: Comparison of Current Law and H.R. 2353*, Congressional Research Service, 28 June 2017, accessed on 31 July 2018 < https://fas.org/sgp/crs/misc/R44861.pdf>.

Committee on Credentialing and Career Pathways will help align create a consensus definition of a credential of value.

(L) The Combined 2020 State WIOA Plan

Under WIOA, the Governor of each state must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year strategy for the state's workforce development system. At a minimum, a state must submit a Unified State Plan that includes a plan for the six core WIOA programs. However, a state may also submit a Combined State Plan that includes other workforce development programs, such as secondary and postsecondary CTE programs funded under the Carl D. Perkins Act.[30] Of the 57 states, districts, and territories that submitted a WIOA state plan, 30 submitted combined state plans.[31] Alabama submitted a combined state plan for 2016-2019; however, CTE programs were not included in the plan. Alabama's Combined State Plan does include the Temporary Assistance for Needy Families (TANF) program; the Supplemental Nutrition Assistance Program (SNAP); and the Senior Community Service Employee Program, a work-based training program funded at $434 million nationally for seniors.[32]

The Strengthening Career and Technical Education for the 21st Century Act (H.R. 2353), the fifth reauthorization of the Carl D. Perkins Career and Technical Education Act (Perkins V), reduced the length covered by a state's CTE plan from six years to four years to encourage alignment between the core WIOA programs and the optional partner programs, such as CTE. Prior to the recent reauthorization, the divergent number of years covered by the WIOA and CTE state plans created a barrier to including CTE in a combined state plan. Furthermore, WIOA requires 75 percent of the Title I state and local youth funds to be devoted to out-of-school youth; whereas, the Workforce Innovation Act (WIA), which preceded WIOA, only required 30 percent of youth funds to be devoted to out-of-school youth.[33] However, several states (Michigan, Minnesota, Northern Mariana Islands, Illinois, Puerto Rico, Texas, and Ohio) have been granted WIOA waivers by the U.S. Secretary of Labor to reduce the out-of-school youth requirement to 50 or 60 percent to support work-based learning for at-risk, in-school students.[34]

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[30] *Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications under the Workforce Innovation and Opportunity Act,* U.S. Department of Labor, 18 December 2018, accessed on 30 July 2018 <https://doleta.gov/wioa/docs/December17-ICR-State-Plan-Modification.pdf>.

[31] Workforce Innovation Opportunity and Act State Plans, U.S. Department of Education, accessed on 31 July 2018 < https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>.

[32] *WIOA State Plan for the State of Alabama,* 2016-2019, accessed on 30 July 2018 <https://doleta.gov/wioa/docs/December17-ICR-State-Plan-Modification.pdf>.

[33] Wu, Portia, Assistant Secretary, U.S. Department of Labor, *Workforce Innovation and Opportunity Act Youth Program Transition,* (TEGL WIOA 23-14), pg. 4.

[34] Approved WIOA Waivers as of July 12, 2018, U.S. Department of Labor, accessed on 31 July 2018 <https://www.doleta.gov/wioa/Docs/Approved_WIOA_Waivers_July_12_2018.pdf>.

Furthermore, Texas, Ohio, and Utah have received waivers to allow local boards to provide in-school youth with individual training accounts (ITA). WIOA requires training services provided to eligible Title I adults, youth, and dislocated workers to be on an Eligible Training Provider List (ETPL). WIOA Title I recipients may use their ITAs to procure services on the ETPL. A participant who is seeking specific training using WIOA funds must select an eligible provider of training services from the ETPL, in consultation with a career planner or case manager, located at the one-stop career centers in Alabama. Once the selection is made, the case manager is expected to arrange for payment of such services through an ITA. The use of ETPL and ITAs is required for classroom training and may include apprenticeship training or other training options.[35]

Although all States have approved WIOA Unified or Combined State Plans for Program Years (PYs 2016- 2019), WIOA requires that states review their plans every two years and update state plan strategies based on changes in the labor market, economic conditions, or other factors affecting the implementation of the state plan. Including CTE programs in the combined state plan during the scheduled 2020 four-year plan submission will produce the alignment necessary for apprenticeships for in-school youth to flourish in Alabama. Furthermore, Alabama recently requested and received a waiver from the U.S. DOL to allow in-school youth to receive ITAs. Allowing at-risk, in-school youth who are participating in an apprenticeship program to access WIOA funding will enhance the viability of pre-, youth, registered-, and industry-recognized apprenticeships that are aligned to credentials of value and in-demand career pathways. Including CTE in the consolidated state WIOA and expanding apprenticeships by allowing in-school youth to receive ITAs will align Alabama's workforce development programs around in-demand career pathways linked to credentials of value.

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[35] *The Workforce Innovation and Opportunity Act,* Title I, Public Law 113-128 (29 U.S.C. Sec. 3101, *et. seq.*).

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Program Repeals	Not applicable.	H.R. 2353 would repeal two programs: Tech Prep and Occupational and Employment Information (OEI). Tech Prep has not been funded since FY2010, and OEU has not been funded under the Perkins Act.
Authorization Levels	The Perkins Act contains authorizations of appropriations for five separate programs: • Basic State Grants (BSG); • National Programs; • Tribally Controlled Postsecondary Career and Technical Institutions; • OEI; and • Tech Prep. Each of these programs was authorized at "such sums as may be necessary" for FY2007-FY2012. All of these programs were automatically extended through FY2013 by the General Education Provisions Act (GEPA).	H.R. 2353 would include authorizations of appropriations for FY2018-FY2023 for each of the three programs that it does not repeal: • Basic State Grants; • National Programs; and • Tribally Controlled Postsecondary Career and Technical Institutions. The levels of authorized funding would increase each year for each of the programs, reaching a total of $1.23 billion in FY2023. The detailed authorizations of appropriations for each of the programs are shown in Table A-1.
Source: Granovskiy, Boris, Reauthorization of the Perkins Act in the 115th Congress: Comparison of Current Law and H.R. 2353, Congressional Research Service, 28 June 2017, accessed on 31 July 2018 < https://fas.org/sgp/crs/misc/R44861.pdf>.		

(M) The Alabama College and Career Exploration Tool (ACCET)

The Alabama College and Career Exploration Tool (ACCET) will be an interactive online dashboard available to students, employees, and employers. Jobseekers will be able to seek training and open positions using the ACCET, and employers will also use the tool to find potential employees. The ACCET will be designed to serve as a one-stop digital dashboard, which will allow Alabamians to compare all college and career options before choosing a career pathway. The

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ACCET will guide students through a digitally-delivered exploration and survey all 79 pathways within the 16 CTE industry clusters, an interest and career profile, and a graduation plan. The ACCET will allow CTE concentrators to map career pathways that will lead to graduation with industry-recognized credentials, postsecondary credit, and work-based learning experience. The ACCET will include a Free Application for Federal Student Aid (FAFSA) completion and college application tool. Students will be able to access the WIOA eligible training provider list (ETPL) through the ACCET in order to receive WIOA funding for postsecondary education and training. Employers will begin including recognized non-degree credentials in job descriptions and providing pay increases for attaining those credentials, which will reduce employee turnover and increase the productivity and skill level of the workforce. The ACCET will also serve as a verified, digital resume to display industry-recognized credentials and progress against established competency models. Credential information displayed through the ACCET will signal to employers that a worker or student possesses the requisite skills for either an entry-level job or progressive wage increases as a result of mastering the next competency within a stackable sequence. The ACCET will allow employers to auto-populate a list of the individuals who possess the credentials and competencies best suited for each job posting, which will reduce hiring costs and will incent employers to add credentials to job descriptions.

(N) Expanding Competency-Based Career Pathways in Alabama

(i) Developing Pathways to the Middle Class by Developing a Currency of Quality Non-Degree Credentials

Non-degree credentials (NDCs), such as certificates, industry certifications, apprenticeship certificates, and occupational licenses are a key component of meeting the Success Plus postsecondary education attainment goal of adding 500,000 credential workers to Alabama's workforce by 2025. In 2016, the Adult Training and Education Survey (ATES) found that 27 percent of adults held an NDC, with 18 percent holding licenses, 8 percent holding postsecondary certificates, and 6 percent holding certifications. The number of workers nationally participating in registered apprenticeship programs increased by 56 percent between 2013 and 2018. Postsecondary certificate holders earn 30 percent more than individuals with a high school diploma alone, on average, but not all NCSs are created equal. Making the value of NDCs in the labor market transparent is key to ensuring NDC quality assurance. There are four types of NCDs:

- Certificates are credentials awarded by an educational institution based on completion of all requirements for a program of study, including coursework and tests. They are not time-limited and do not need to be renewed.
- Apprenticeship certificates are credentials earned through work-based learning and postsecondary learn-and-earn models. They are applicable to industry trades and professions. Registered apprenticeship certificates meet national standards.
- Industry certifications are credentials awarded by a certification body (not a school or government agency) based on an individual demonstrating, through an examination process, that he or she has acquired the designated knowledge, skills, and abilities to perform a

specific occupation or skill. It is time-limited and may be renewed through a re-certification process.

- Licenses are credentials that permit the holder to practice in a specified field. An occupational license is awarded by a government licensing agency based on pre-determined criteria. The criteria may include some combination of degree attainment, certifications, assessment, apprenticeship programs, or work experience. Licenses are time-limited and must be renewed periodically.

Developing an aligned definition of an NDC of value can help provide for a common accountability framework for knowing whether a credential meets the definition of a "recognized postsecondary credential" under the Workforce Innovation and Opportunity Act, the Carl D. Perkins Act, or the Trade Adjustment Assistance (TAA) Program. Alabama participated, along with Iowa, New Jersey, Tennessee, Virginia, and Washington, as a round one state in the National Skills Coalitions NDC quality assurance project. The National Skills Coalition's NDC Quality Assurance Project led to the acceptance of several general principles for the definition of a NDC of quality, including the need for the definition to be student-focused, to support equitable credential attainment, to be flexible while safeguarding quality, and should include a public process for determining which credentials are quality credentials.

Alabama 2018 Wages

Wage Type	10 Percentile	25 Percentile	50 Percentile Median	75 Percentile	90 Percentile	Mean
Hourly	$8.67	$10.77	$16.22	$25.63	$38.28	$21.05
Annual	$18,030	$22,400	$33,740	$53,310	$79,630	$43,790

70% of Mean	$30,653
20% over 10 Percentile	$21,636
20% over 25 Percentile	$26,880

The National Skills Coalition has developed the following consensus definition for a quality NDC. A quality non-degree credential is one that provides individuals with the means to equitably achieve their informed employment and educational goals. There must be valid, reliable, and transparent evidence that the credential satisfies the criteria that constitute quality. The criteria that constitute quality include three required and one that is strongly preferred but need not always be in place. The three required criteria include (1) substantial job opportunities, (2) transparent evidence of the competencies mastered by credential holders, and (3) evidence of the employment earning outcomes of individuals after obtaining employment. The strongly preferred criterion is stackability to additional education or training. Some quality credentials required to obtain employment in an in-demand occupation are stand-alone credentials, such as a registered apprenticeship completion certificate, which is not stackable but is also quality. Setting earnings thresholds is an important tool

for maintaining quality as well. Often, earnings thresholds are based on a wage premium above the average earned by someone with a high school diploma alone. According to the U.S. Department of Education, the average annual earnings of an individual in the United States with a high school diploma alone between the ages of 25 and 34 is $28,000. The Lumina Foundation recommends at least a 20 percent wage premium over a high school diploma, or $33,600 nationally.

The GOEWT has been imminently focused on non-degree quality assurance and transparency to develop a credential currency that enables Alabamians to progress through a career pathway and earn wage increases by earning a sequence of stackable credentials that denote mastery of workplace competencies aligned to occupations that are part of a career pathway. By identifying credentials of value that are portable, trackable, stackable, provide a wage premium, are recognized by employers, and are integrated into a career pathway progression, the GOEWT is working to develop a competency-based approach to human capital development that helps Alabamians with weak labor force attachment, due to benefits cliffs or others barriers to entering the workforce, use credentials of value as a means of attaining economic mobility by progressing from an entry-level position, to middle-skills jobs, to advanced-level occupations.

(ii) Using Data to Establish Employer Signals and Career Pathways Based on Stackable Credentials

Alabama is collaborating with the Lumina Foundation, the National Skills Coalition, and the Workforce Data Quality to establish a standardized protocol to inventory and publish credentials. The ATLAS on Career Pathways, the state's longitudinal database system, will serve as Alabama's credential registry. Alabama won a grant from Credential Engine in June 2019 to establish a standardized protocol to inventory and publish credentials. As part of the process of vetting a credential for inclusion on the state's list of credentials of value (the Alabama compendium of valuable credentials), relevant credential data will be published to the ATLAS on Career Pathways. Each credential application submitted to the ACCCP for review will be referred to a TAC. The TACs will publish information on each credential, whether or not it is selected for inclusion on the Alabama compendium of valuable credentials. The ACCCP will adopt a process for the TACs to publish credential information as structured linked data in the Credential Transparency Description Language (CTDL) and the Credential Transparency Description Language - Achievement Standards Network (CTDL-ASN) using the JSON-LD format, based on standards established by schema.org. Using the CTDL-ASN as the format for publishing credentials in the ATLAS on Career Pathways will enhance the scope of audiences who use the ATLAS on Career Pathways to access credentialing information—including students and workers, counselors and career coaches, employers and educators, and policymakers. Industry-recognized credentialing organizations will be a required partner for vetting credentials of value added to the Alabama compendium of valuable credentials. Each industry sector will be represented by a TAC, and the TAC will develop an industry-endorsed technical and academic competency model for each occupation code within the industry. Each competency model will include an approved, stackable sequence of industry-recognized credentials. Requiring employer participation in the identification of valuable credentials

for inclusion on the Alabama compendium of valuable credentials will generate more interest among employers in hiring credentialed employees possessing the competencies reflected in stackable credential sequences vetted by the ACCCP.

Alabama is also aligning its CTE and WIOA funds to the in-demand career pathways and credentials of value identified by the ACCCP. Recognized credential attainment will be chosen as the state determined indicator of program quality for Alabama's Perkins V state plan. The competency models developed by each TAC will establish credential attainment as the "common denominator" between progression from secondary to postsecondary education and training programs. Alabama will reach the "tipping point" goal of publishing over half of the credentials in the state to the ATLAS on Career Pathways by 2022. Enhancing credential transparency is key to Governor Ivey's workforce development strategic plan. By providing a standardized process for vetting and publishing data on credentials of value and mapping credentials to workforce competencies, stackable sequences mapped to competencies, and traditional degrees will make non-degree credential attainment an indelible component of Alabama's workforce system and labor market. Vetting credentials through the ACCCP, publishing data on credentials submitted to the ACCCP to the ATLAS on Career Pathways, and then allowing students and workers to display credentials of value they have earned through their profile on the ACCET will provide for a credential currency in Alabama that could result in a paradigm shift in relations between individuals and the education and workforce training system and between the workforce and employers by signaling to employers that they should reward employees with progressive wage increases and increased responsibility for mastering advanced competencies. Creating a market language for credentials through credential transparency will produce a more intentional pathway for Alabamians who determine to pursue a competency-based education as a pathway into the middle class.

(iii) The Five-Star Rubric Test for In-Demand Occupations

The state list of in-demand occupations will be compiled by first assigning each occupation regionally, and then statewide, with one to five stars, based on a rubric that awards one star for occupations that include one or more of the five criteria included on the rubric for evaluating the regional lists of in-demand occupations. Occupations that are awarded three or more stars will be included on a regional list. The state list will include all career pathways that appear on at least two of the regional lists. The TAC for each career cluster shall evaluate each occupation within each of the career pathways under its purview with the rubric below. The rubric contains five categories. Occupations that possess the characteristic in the category are awarded a star for that category. An occupation will receive one to five stars based on how many of the five characteristics the occupations possess on the rubric. The five criteria are whether an occupation: (1) pays at least 70 percent of the mean regional wage; (2) the occupations to career cluster with an annual regional Success Plus attainment goal that is ranked in the top eight out of the 16 clusters; (3) the occupation is projected to have positive annual growth and positive growth over the next decade (2016 to 2026); (4) the occupation is on the regional "Top 40 In-Demand Jobs List" or the occupation is in at least the 75th percentile of the average regional wage; and (5) the occupation requires a

postsecondary degree, certificate, or credential for initial employment. Earning a star for three of the criteria is mandatory. For the first two required criteria, earning a star for criteria (1) and criteria (3) is mandatory, and an occupation must possess one or both of criteria (4) or (5) to pass the five-star rubric test. Passing the five-star rubric test with three, four, or five stars does not imply value. Whether an occupation receives three, four, or five stars only provides the TAC with additional information needed to make decisions regarding the final list on in-demand occupations. Furthermore, a TAC may determine not to include an occupation that has passed the five-star rubric test on the final list of in-demand occupations if the occupation is deemed to not provide adequate economic mobility or progression across a career pathway.

Table: Five-Star Rubric

Five-Star Rubric for Identifying In-Demand Occupations					
Characteristic	**Criteria I Occupation Must be at Least 70 percent of Mean Regional Wage**	**Criteria II The Occupation Belongs within a Career Cluster that is ranked in the top eight for the annual regional Success Plus attainment goal**	**Criteria III Positive Annual Growth and Positive Projected Growth Over Decade**	**Criteria IV Occupation is on the Regional Top Forty In-Demand Jobs List or occupation is at least in the 75th Percentile of the Average Regional Wage**	**Criteria V The Occupation Requires a Post-Secondary Degree, Certificate, or Credential for Initial Employment**
Earning a star for three of the criteria is mandatory. For the first two required criteria, earning a star for criteria (1) and criteria (3) is mandatory, and an occupation must possess one or both of criteria (4) or (5) to be included on a regional or statewide compendium of valuable credentials.					

(iv) Developing Competency Models and Career Lattices

Once the TACs have reviewed the list of occupations for each region that have passed the five-star rubric test, then each TAC will determine how the occupations in each cluster fit into a career pathway that progresses from an entry-level occupation, to middle-skills occupations, and then onto advanced level occupations. In the process of developing career pathways, the TACs may choose to include an occupation that forms part of a career pathway sequence but did not pass the five-star rubric test on the final list of regional or statewide in-demand occupations.

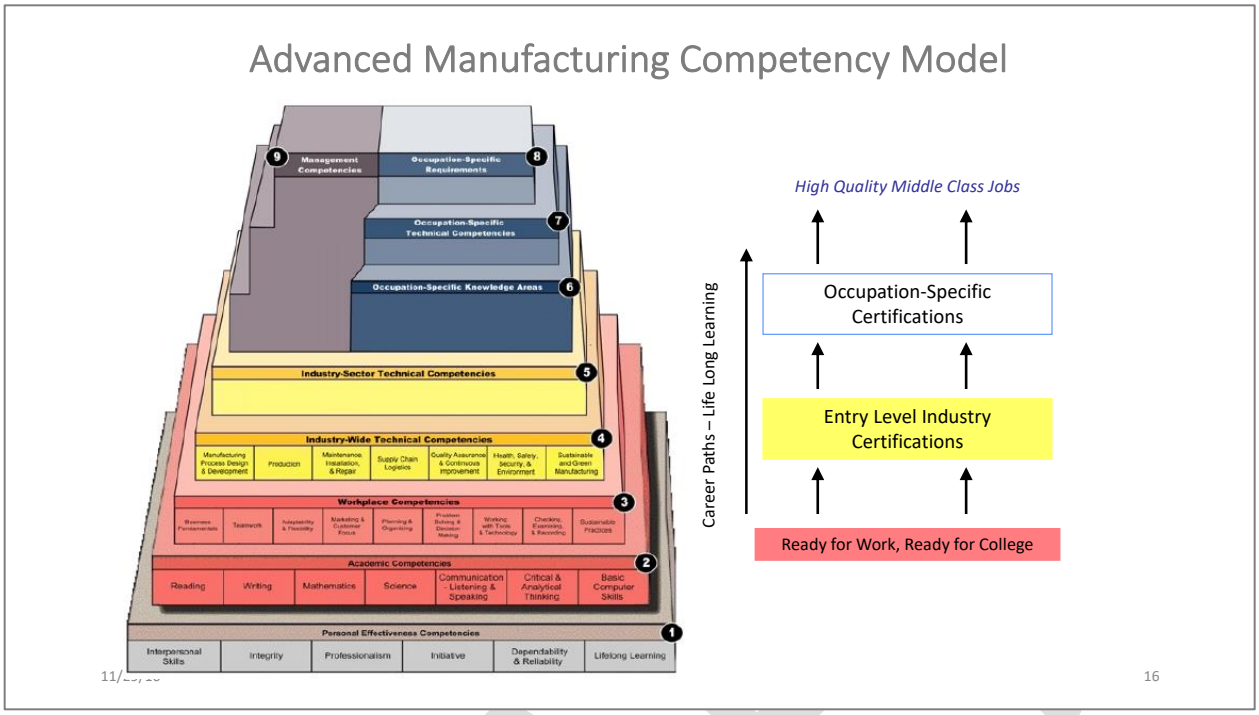

Figure: Advanced Manufacturing Competency Model

Each TAC will develop a regional and statewide list of in-demand occupations. The statewide list will be composed of occupations that have been included on two or more regional lists. After identifying the regional and statewide in-demand occupations, the TACs must create an industry competency model and a competency-based career lattice, based on the U.S. Department of Labor Career Pathways toolkit, for each of the occupations among the 79 career pathways within the 16 career clusters on a regional or statewide list of in-demand occupations. Each TAC shall commission a statistically-significant survey to determine which workplace and academic competencies are required by employers for each occupation within its purview no later than March 30, 2020. The survey shall also determine whether there are industry-recognized credentials associated with each of the occupations under the TACs purview.

Each TAC shall recognize an industry-recognized credential of value, which shall be submitted to the ACCCP for approval, for each occupation with three or more stars on a regional or the statewide list of in-demand occupations no later than December 31, 2020. Each TAC shall consult with nationally-recognized organizations, such as the Urban Institute, the National Skills Coalition, Credential Engine, and the Lumina Foundation, that are dedicated to non-degree credential transparency and quality, competency-based education, and career pathways aligned to in-demand occupations, to provide professional development and technical assistance for the members of the TAC and relevant state agency staff. No later than 30 June 2020, each of the sixteen (16) Technical Advisory Committees shall create an industry competency model and competency-based career lattice for each O*NET occupation code on its regional and statewide lists of in-demand

occupations. Each of the industry competency models and competency-based career lattices must include:

- A description of the progression of coursework and industry-recognized credentials needed to ascend from entry-level to higher-level jobs within the occupation;
- The sequence of personal effectiveness competencies, workplace competencies, industry-recognized technical competencies, sector-specific competencies, occupation-specific competencies, and management-level competencies in that occupation;
- The curricula, skills assessments, and certifications needed to develop incremental training modules as a sequence of courses leading to industry-recognized credentials or certifications that also progressively lead to a traditional postsecondary degree to provide participants with multiple points to enter and exit the training and education programs over the course of a career to earn progressively advanced certificates and credentials that lead to positions of increased responsibility and higher wages.

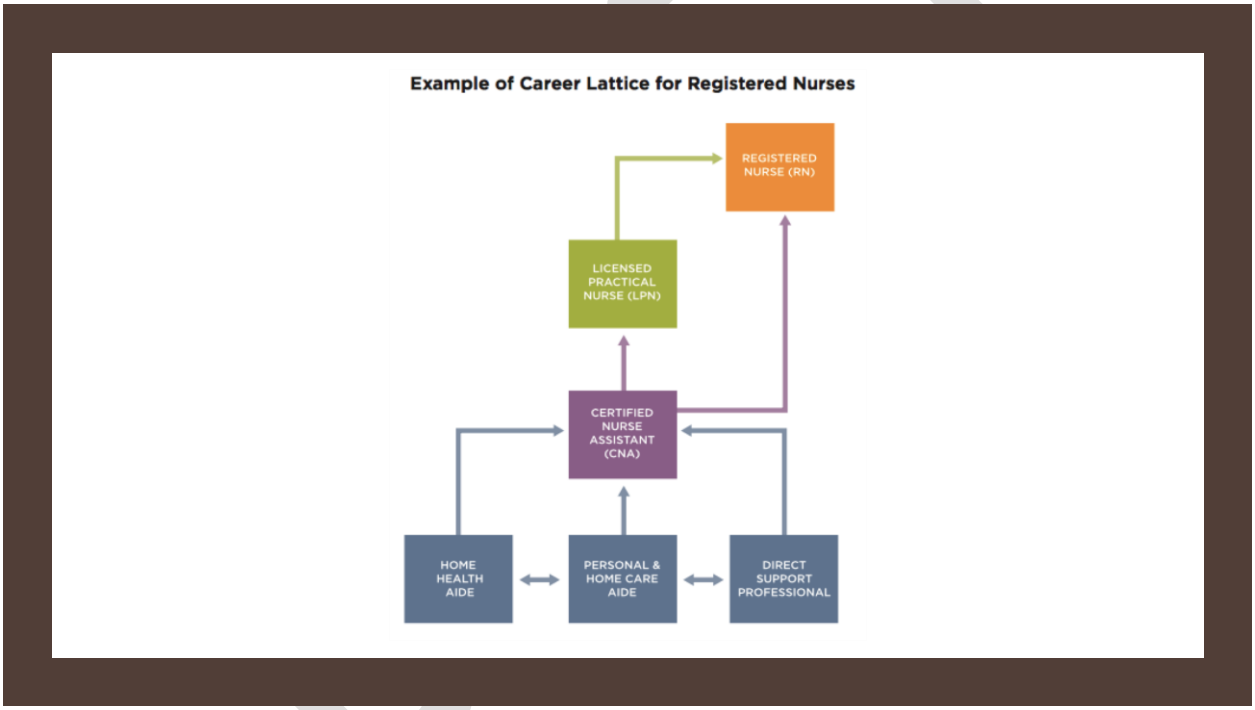

Figure: Example of Career Lattice for Registered Nurses

(v) The Alabama Competency Taxonomy

The ACCCP will develop a five-tier credential taxonomy that will include the following information: Career Cluster (each of the 16 career clusters will be given a numeric code); Career Pathway (each of the career pathways will be given a numeric code); Division (Secondary of Postsecondary); Category (Basic or Advanced); and Classification (Complementary, Regional, or Statewide). The TACs will also map all related competencies to the credential during stage two review.

Table: Taxonomy

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Career Cluster-Career Pathway-Occupation-Competency	KNO-Knowledge SPE-Specialized Skill PER-Personal Skill SOC-Social Skill COM-Competency	Rate of Decay (in months)	Level of Proficiency	Date of Current Assessment	Summative Assessment Format A—Artifact E—Exam P—Performance	D-U-N-S Number

The GOEWT has collaborated with member agencies to develop the Alabama Competency Taxonomy, which is a seven-tiered system for coding each individual skill, or competency, that composes an occupation. There are personal effectiveness competencies, academic competencies, workplace competencies, industry-wide competencies, sector-specific competencies, occupation-specific competencies, and management competencies. Through the Alabama Competency Taxonomy, each of them can be coded, organized, and mapped onto a credential of value so that the credential of value can be recognized as certifying the mastery of that competency. The first tier of the competency taxonomy details the career cluster, career pathway, and specific occupation in which the knowledge, skill, attitude, or competency exists. The competency identifier consists of four alphanumeric digits that are specific to the assigned competency. The code will be assigned as follows: career cluster—career pathway—occupation and occupation-specific competency model—occupation-specific competency (0-0-0-0). The second tier of the competency taxonomy consists of three alphanumeric characters that reflect the knowledge, specialized skills, personal skills, and social skills as articulated in the Lumina Beta Credential Framework. They include: (1) KNO – Knowledge – What a learner knows, understands and can demonstrate in terms of the body of facts, principles, theories, and practices related to broad general or specialized fields of study or work; (3) SPE – Specialized Skill – Skills that are occupational and discipline-specific; (2) PER – Personal Skill – Competencies required to act in an independent and responsible manner in various situations, to exercise judgment, demonstrate critical thinking and problem solving, reflect on one's own actions and on the actions of others, and to continue to develop his/her own competencies; (4) SOC – Social Skill – An individual's ability to be aware of the behavior of others and of differing viewpoints, to communicate with others effectively, and to work effectively with people from diverse backgrounds and points of view; and (5) COM – Competency – A learnable, measurable, role-relevant, and behavior-based characteristic or capability. The third tier of the competency taxonomy includes a two-digit rate-of-decay code will be reflective of the number of months

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between the time of initial certification or recertification of the competency and the time that the individual earning the competency will need to be recertified. The fourth tier of the competency taxonomy is the proficiency indicator, which is based on an eight-level proficiency system identified in the Beta Credential Framework. The scale of proficiency from one to eight does not reflect the level of individual mastery, but, rather, it reflects the level of proficiency needed to adequately perform the underlying occupation. The fifth tier of the competency taxonomy reflects the last date on which proficiency for the competency was assessed, if applicable. These eight characters represent the date, using Gregorian calendar notation, on which the proficiency was assessed by the validating agency, credential provider, or TAC, as determined by each TAC. The data format follows a *yyyymmdd* date schema. The sixth tier of the competency taxonomy details the type of assessment used to determine the proficiency achieved by the learner. There are three assessment types identified: artifact, exam, or performance. These three methods represent the majority of assessments that would measure and validate proficiency of a knowledge, skill, or competency. The seventh tier of the competency taxonomy includes a nine-digit Dun & Bradstreet (D-U-N-S Numbers.) Because there is no central repository for all institutions, organizations, and employers, this portion of the code is difficult to detail. For this reason, the Dun & Bradstreet (D-U-N-S Numbers) system will be used, as these are both international and non-sector specific. This nine-digit number is required of all entities that do business with the federal government. Because these numbers are assigned without a fee, it would appear to be a strong solution for many of the institutions and employers likely to verify knowledge, skills, and competencies.

(vi) The Alabama Compendium of Valuable Credentials

Based on the regional and state in-demand career pathways, labor market information, and program completion and employment data, the ACCCP will also create annual Compendia of Valuable Credentials. The Alabama Compendium of Valuable Credentials will be composed of the regional and state lists of credentials that are mapped onto the regional and state in-demand career occupations with three or more stars. The ACCCP will adopt the procedures by which the TACs shall review and vote to recommend credentials to the regional and statewide compendia of valuable credentials in accordance with the procedures as follows:

- An industry or trade association group, the Alabama Workforce Council, the Alabama State Workforce Investment Board, the Alabama State Department of Education, the Alabama Community College System, and the Alabama Commission on Higher Education may apply to the Alabama Committee on Credentialing and Career Pathways to include a credential possessing one or more of the ten characteristics of a valuable credential, described in tier-one review, on a regional or statewide Compendium of Valuable Credentials.
- The ACCCP will refer each application, by career cluster and pathway, to a TAC for stage one review.

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Table: Alabama Credential Taxonomy

02	**43**	**S**	**B**	**R**	**2342-KNO-06-08-20190717-E-094161258**
Career Cluster (01-16)	Career Pathway (01-79)	Division (Secondary or Postsecondary	Category (Advanced or Basic)	Complementary (C), Regional (R), or Statewide (S)	Competencies Mapped to the Credential (Not included as part of the five-digit taxonomy for the compendia of valuable credentials.)

Each credential undergoes a two-tier review process by the TAC. Tier one review includes reviewing the credential application against the following criteria:

1. The TAC shall classify the underlying credential referenced in the application as either required by law, including any credential mandated by the laws or regulations of the State of Alabama or the United States of America; mandated by industry, which shall include any credential mandated by two (2) or more firms within an industry sector; or preferred by industry, which shall include any credential endorsed, but not required, by two or more firms within an industry sector.
2. The TAC shall determine whether the credential is required to obtain a job (counts toward attainment goal and is an advanced credential on the compendium of valuable credentials); part of stackable sequence leading to a credential that is required for employment (included on the compendium of valuable credentials as a basic credential, but these credentials do not count towards the attainment goal); complementary credentials with skills that are affiliated with the career pathway but are not directly aligned to the credential sequence (can be included on the compendium of valuable credentials as a complementary credential but are not included in credential sequences and do not count towards the attainment goal);
3. Accredited or recognized by a statewide or national industry-recognized accrediting bodies, such as a sector or industry association;
4. Aligned to an occupation on a regional or statewide list of in-demand occupations;
5. Achievable by students in a secondary and/or the postsecondary level of study;
6. Earned after a minimum number of hours of instruction time, as determined by the Alabama Committee on Credentialing and Career Pathways, and awarded after achieving a passing score, as determined by the sponsoring industry sector, on a proctored examination;
7. Stackable in a sequence of aligned competencies that progress along with the rigor of advanced training programs;
8. Valuable as determined by leading to at least a twenty (20)-percent wage premium over a high school diploma;

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9. Traceable and trackable by the ATLAS on Career Pathways as determined by the GOEWT, DEWS;
10. Portable across or within an industry sector to establish the qualifications of individuals in multiple geographic areas, among multiple education and training institutions, and by diverse employers.

Credentials that possess one or more of the characteristics reviewed during tier one review and that are vetted and receive a majority vote of approval by the TAC proceed to stage two review. Each TAC should make the following considerations when moving a credential forward for two-tier review, if the credential is not complementary, if the credential does not possess the following tier-one criteria:

- If a credential is not mandated by industry, required by law, or preferred by industry, the credential must be complementary.
- Only credentials that are required to obtain a job can be counted towards the attainment goal and to be counted as an advanced credential for tier-two review. Stackable credentials that are not required to obtain a job are counted as basic credentials for tier-two review.
- A credential is complementary if it does not denote mastery of one or more competencies required for one or more occupations on one or more regional or the statewide list of in-demand occupations.
- A credential is complementary if it is not nationally, regionally, or locally recognized by business or industry.
- A credential that is not achievable at the secondary or postsecondary level is complementary and a credential only achievable at the secondary level is basic for tier-two review.
- A credential that is not achievable through 130 hours of coursework or through a proctored examination should include an artifact or performance-based examination to move forward for tier-two review. A TAC may, on a case-by-case basis and with the recommendation of relevant members of industry, lower the required number of hours for a time-based credential.
- A credential is either complementary or a stand-alone credential of value, such as an apprenticeship completion credential or a long-term certificate, if it is not stackable.
- A credential is either complementary or basic if it does not provide at least a 20-percent wage premium over a high school diploma.
- A credential is trackable by the ATLAS on Career Pathways if it has been registered into the Alabama Credential Registry, which is required before Tier One review may begin. Credential providers who refuse, or who cannot provide the information necessary to register credentials onto the Alabama Credential Registry, will not be able to process an application for inclusion on the Compendium of Valuable Credentials.
- A non-portable credential is either regional or complementary. A non-portable credential may be basic or advanced.

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During stage two review, credentials are placed in the five-level credential taxonomy:

(1) credentials are categorized by career cluster;
(2) credentials are categorized by career pathway;
(3) credentials are categorized into either the secondary or postsecondary division of the Alabama Compendium of Valuable Credentials. Secondary are high school credentials and below, and postsecondary credentials are at the college level;
(4) credentials in both the secondary and the postsecondary divisions will be classified as either basic or advanced. Basic certifications are the first level or industry certification, or a relevant stand-alone certification. Advanced credentials are part of a stackable sequence of credentials that are linked to an occupation on the ACCCP's list of regional and state in-demand career pathways;
(5) basic and advanced credentials will be categorized as either a statewide, regional, or complementary credential. Statewide credentials must be linked to an in-demand career pathway on the ACCCP's state list of in-demand career pathways. A regional credential must be linked to a career pathway on the ACCCP's regional list of in-demand career pathways. Complementary credentials, such as first aid or digital literacy, have value across industry sectors.

A subgroup of credentials on statewide or regional compendia of valuable credentials classified in the secondary, basic and complementary divisions may be endorsed by the relevant Technical Advisory Committee as a "Success" Credential" that may be designed to provide basic, foundational, or essential skills. Credentials deemed as "Success Credentials" shall be duly noted. A subgroup of credentials on statewide or regional compendia of valuable credentials classified in the secondary or postsecondary, advanced, and the regional or statewide divisions of the compendia of valuable credentials, that also lead to no fewer than twelve (12) postsecondary credit hours towards a postsecondary degree aligned to a career pathway on a regional or statewide list of in-demand career pathways, may be designated by the relevant Technical Advisory Committee as a "Success Plus" credential. Credentials deemed "Success Plus" credentials shall be duly noted.

For each year, except the first year after the organizational meeting of the ACCCP, each of the sixteen (16) Technical Advisory Committees shall complete the stage one and two review of all credential applications referred by the Alabama Committee on Credentialing and Career Pathways for review and shall compile a final list of credentials for recommendation for the regional and statewide compendia of valuable credentials no later than the 30th day of September in each year. No later than the 31st day of the month of October in each year, except the first year after the organizational meeting of the ACCCP, the Alabama Committee on Credentialing and Career Pathways shall vote to adopt or reject, in whole, the final list of recommended credentials for submission to the regional and statewide compendia of valuable credentials from each Technical Advisory Committee. A Technical Advisory Committee may resubmit a revised list of recommended credentials to add to the regional and statewide compendia of valuable credentials within thirty (30) days of notice from the Alabama Committee on Credentialing and Career

Pathways that the Technical Advisory Committee's initial recommendations were rejected. Credentials included on a Regional or Statewide Compendium of Valuable Credentials do not require an initial application or stage one review but must undergo stage two review for inclusion on the next iteration of the same Regional or Statewide Compendium of Valuable Credentials. Furthermore, credential providers must report annually, at the time of annual review for inclusion on a regional or statewide compendia of valuable credentials, data on the number of individuals who earned the credential in the previous year, the number of people who were employed in an occupation that requires the credential in the previous year, and the percentage of successful completers who attempted a written or competency-based assessment required for the attainment of the credential in the previous year. Credentials shall be removed from a regional or statewide compendium of valuable credentials when the provider of credential fails to provide a report to the ACCCP, under the provisions of this subsection, within sixty (60) days of the annual deadline established by the ACCCP. The aggregated approved lists of Technical Advisory Committees shall be promulgated by the Alabama Committee on Credentialing and Career Pathways as the Regional and Statewide Compendia of Valuable Credentials no later than the 1st day of January in each year. The Regional and Statewide Compendia of Valuable Credentials promulgated on the 1st day of each year shall become effective on the first day of July in each calendar year, except the first year after the organizational meeting of the ACCCP. The final Regional and Statewide Compendia of Valuable Credentials shall be available for access to the general public at no cost and shall include a unique code, based on the five-tier credential taxonomy to provide for common identification for each credential included on the Regional and Statewide Compendia of Valuable Credentials, which shall also include the codes for each competency (based on the Alabama Competency Taxonomy) for which the credential denotes mastery.

(vii) The Alabama Integrated Career Pathways Model

The Governor's Office of Education and Workforce Transformation (GOEWT) is working to establish the two-pronged Alabama Career Pathways Model. Post-secondary credential attainment, dual enrollment, and work-based learning will be used as strategies to establish the two-pronged Alabama Career Pathways Model. Under the first prong, in-school youth may participate in a registered- or industry-recognized apprenticeship program, earn their associate degree, and earn stackable credentials at the time of high school graduation. Under the second prong, adults who are disconnected from the workforce or those who are underemployed may upskill or become basic skills proficient through multiple on and off ramps from workforce training and employment through stackable credentials mapped to a traditional associate degree. Shortened career pathways for in-school youth will hasten their ability to enter the workforce and lengthened career pathways, with multiple points of entry and exit, for adults will allow for a flexible progression and persistence through a competency model and career pathway.

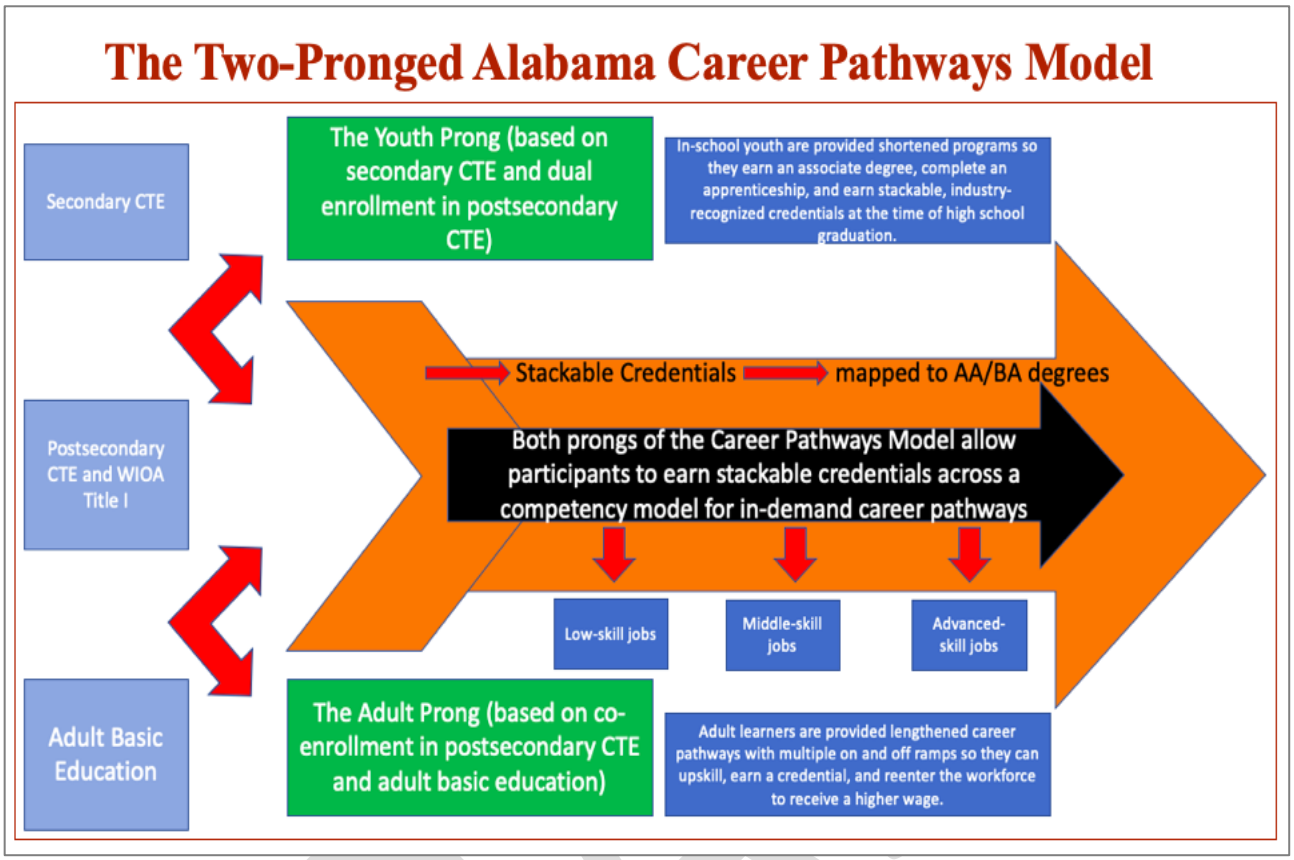


Figure: The Two-Pronged Alabama Career Pathways Model

The purpose of the Alabama Committee on Credentialing and Career Pathways (ACCCP) is to develop career pathways that lead students to employment in an in-demand occupations. That is the "why." The "how" component is met with the process of identifying the occupations that are in-demand at the regional and statewide levels through the five-star occupational taxonomy. Identifying the in-demand occupations is necessary, yet not sufficient to developing career pathways, however. Once the in-demand occupations have been identified, then they must be "stacked" in a series of occupations within the same occupational pathway that increase in the level of skill and knowledge required to perform the occupation as one advances from the entry-level occupation within a pathway, to middle-skills occupations, and then onto to occupations that required advanced postsecondary education and training. Once the progression of occupations for a career pathway has been identified, then the underlying competencies related to each occupation must be identified and coded, using the Alabama Competency Taxonomy, and developed into a competency model for each occupation within the pathway.

(O) Alabama's Apprenticeship Expansion Efforts

(i) The Alabama Industry-Recognized and Registered Apprenticeship (AIRRAP) Act (Act 2019-506)

To enable Alabama to meet the post-secondary attainment goal and to surpass the national average labor force participation rate, the Alabama Industry-Recognized and Registered Apprenticeship Program, or "AIRRAP," Act established the Alabama Office of Apprenticeship to serve as Alabama's state apprenticeship agency, established the Alabama Registered and Industry-Recognized Apprenticeship Program to expand access to apprenticeships for in-school youth and adult learners, and enhanced the Apprenticeship Alabama Tax Credit to incent employers to hire in-school youth apprentices. The Alabama Industry Recognized and Registered Apprenticeship Program Act (Act 2019-506) passed the Senate 32-0. It passed the House 97-0-4. Act 2019-506 was sponsored by Sen. Orr. The GOEWT worked closely with ACCS and Commerce to develop consensus on the provisions of Act 2019-506. Governor Ivey signed Act 2019-506 into law on May 30, 2019.

(ii) Provisions of the Alabama Industry-Recognized and Registered Apprenticeship (AIRRAP) Act (Act 2019-506)

Act 2019-506 provides for the establishment of the Alabama Office of Apprenticeship (AOA) to register Alabama's registered apprenticeships and to recognize the standards recognition entities (SREs) that will recognize industry-recognized apprenticeship programs in Alabama, in lieu of the federal office of apprenticeship that currently administers Alabama's registered apprenticeship programs. Act 2019-506 established the Alabama Committee on Credentialing and Career Pathways is established as a subcommittee of the Alabama Workforce Council, which includes 16 technical advisory councils (one for each career cluster) that will create annual lists regional and statewide in-demand career pathways and regional and statewide lists of valuable credentials. Act 2019-506 established the Alabama Industry-Recognized and Registered Apprenticeship Program (AIRRAP), which is based on a two-prong apprenticeship model designed to serve in-school youth and adults. For the in-school youth prong, high school students will have the opportunity to complete an apprenticeship and earn industry-recognized credentials at the time of graduation. For the adult prong of the AIRRAP model, the Alabama Office of Apprenticeship and the Alabama Community College System will promote registered and industry-recognized apprenticeship programs for individuals who are co-enrolled in adult basic education programs and postsecondary career and technical education programs to ensure that individuals who are disengaged from the workforce are able to gain access to education and training programs, with multiple points of entry and exit into between education and the workforce. Governor Ivey applied for, and was granted, a waiver by the USDOL to permit WIOA Title I youth funds to fund individual training accounts for in-school youth apprenticeship participants. Alabama is targeting the underemployed and disconnected populations (long-term unemployed, ex-felons, SSI recipients, TANF/SNAP recipients for integration into adult education and career pathways through the AIRRAP. Act 2019-506 increased the per capita Apprenticeship Alabama Tax Credit from $1,000 to $1,250; increased the cap on the number of eligible apprentices for each employer from 5 to ten apprentices; provided for a $500 tax credit enhancement for hiring in-school youth apprentices; increased the aggregate Apprenticeship Alabama Tax Credit from $3,000,000 to $7,500,000; and extended the Apprenticeship Alabama Tax Credit through 2025.

(iii) The Apprenticeship Alabama Tax Credit Act 2016-314

In 2016, Senator Orr sponsored the precursor to the AIRRAP Act—the Apprenticeship Alabama Tax Credit Act 2016-314. The Apprenticeship Alabama Tax Credit Act, which was signed into law by Governor Robert Bentley on May 10, 2016, provides for tax credits for employers who employ apprentices and also established the Apprenticeship Alabama Office within the Alabama Department of Commerce, Workforce Development Division. Act 2016-314 provided for a $1,000 tax credit for up to five apprentices per employer. Act 2016-314 provided for a rapid expansion of apprenticeship throughout Alabama. Apprenticeship Alabama increased Alabama's 2015 talent pool of 3,995 apprentices to more than 5,030 apprentices in 2018. Prior to this act and the creation of Apprenticeship Alabama, the USDOL Office of Apprenticeship averaged less than 9 newly registered programs per year. However, with the partnership with Apprenticeship Alabama 20 programs were created in 2017 and 15 were added in 2018.

(iv) Act 2019-527, the Eliminating Legal Barrier to Apprenticeship (ELBA) Act

Act 2019-527, the Eliminating Legal Barrier to Apprenticeship (ELBA) Act, sponsored by Rep. Terri Collins, provides that a person who completes an apprenticeship may be granted an occupational license in that trade if the person also meets other requirements, including completion of any required examination with a passing score. Act 2019-527 provides that if a licensing authority requires an examination for a license, the authority may not impose higher testing standards apprenticeship completers than it does for any other applicant. Act 2019-527 removes existing legal barriers that currently are preventing 14- and 15-year-olds from participating in pre-apprenticeship programs, and the law lifts existing restrictions on apprenticeable occupations for 14- and 15-year-olds who are participating in pre-apprenticeship programs. Act 2019-527 removes existing legal barriers that prevent 16- and 17-year-olds from completing registered- and industry-recognized apprenticeship programs in apprenticeable occupations currently barred to them by law.

(v) The Alabama Office of Apprenticeship (AOA)

Under the provisions of the National Apprenticeship Act (50 Stat. 664; 29 U.S.C. 50) and 29 CFR Part 29 § 29.1-14, a state may use the National Office of Apprenticeship governed by the U.S. Department of Labor or may seek permission from the U.S. Department of Labor to establish a state apprenticeship agency (SAA) to register registered-apprenticeship programs operating within the state. Twenty-five states and territories currently operate an SAA.

(vi) Approving the AOA as Alabama's State Apprenticeship Agency (SAA)

Alabama currently uses the federal Office of Apprenticeship to register its registered apprenticeships. However, Act 2019-506 established the Alabama Office of Apprenticeship (AOA) as Alabama's SAA, which will be housed within the Department of Commerce Workforce Development Division. Act 2019-506 did not take effect until 1 September 2019; however, the Act required Alabama to submit its application for recognition of the AOA as Alabama's SAA by 30 June 2019. To rectify this drafting error, Governor Ivey submitted an executive order establishing

the AOA in lieu of Act 2019-506 until it took effect on September 1, 2019. Until the U.S. DOL approves Alabama's application to become recognizes as a state apprenticeship agency (SAA), Alabama will continue to utilize the National Office of Apprenticeship (OA), which is based in Washington, DC. Alabama is supported by one OA representative who is based in the Atlanta USDOL regional office. He also serves other states in addition to Alabama. Allowing Alabama to operate its own state apprenticeship agency will prevent approval backlogs and will help apprenticeship in Alabama move at the speed of business. Alabama wants to operate an SAA to embrace the quality of registered apprenticeship and the flexibility of the new industry-recognized apprenticeship model. Apprenticeship has been dominated by just a few industries, namely construction and manufacturing, and creating an SAA will allow Alabama to expand industry-recognized apprenticeships into new sectors such as health care, information technology, tourism, and other less traditional fields for apprenticeship. Alabama will maintain registered programs for the employers that find those the most valuable. Alabama will also provide oversight of newly created industry-recognizes programs so that quality is maintained through apprentice/employer agreements, progressive wage increases, and the opportunity for apprenticeship completers to attain a postsecondary recognized credential at the time of apprenticeship completion.

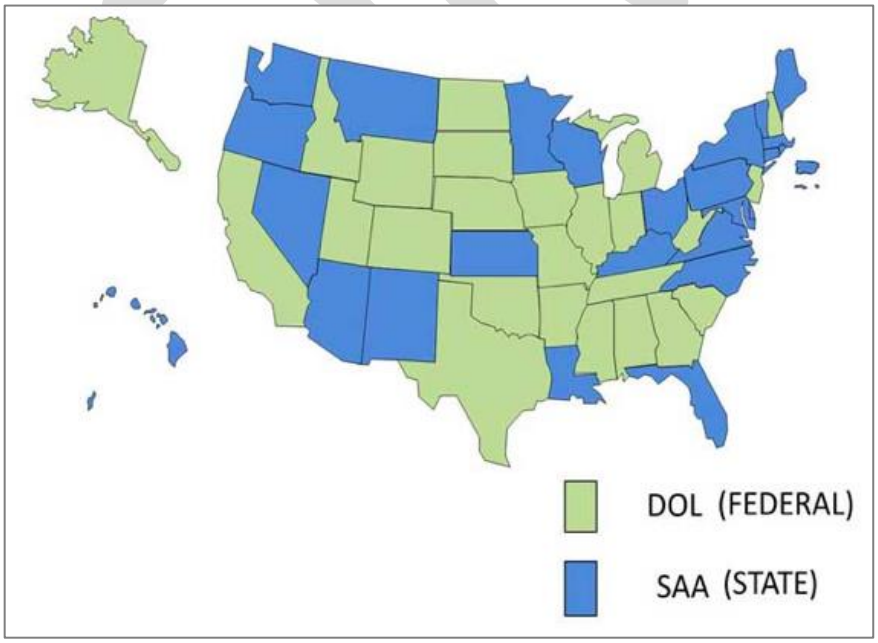
(vii) Industry-Recognized Apprenticeship Programs (IRAPs)

On June 15, 2017, President Trump signed Executive Order 13801, establishing a Task Force on Apprenticeship Expansion, co-chaired by the U.S. Secretaries of Education and Labor. The executive order also established the Industry Recognized Apprenticeship Program (IRAP), a new version of non-registered apprenticeship. Under the IRAP model, trade and professional associations, employers, educational institutions, unions, labor-management organizations, states, and other third parties will collaborate to recognize new, industry-driven apprenticeships. On May 10, 2018, the Task Force on Apprenticeship Expansion submitted its final report and recommendations to President Trump. The Task Force's first recommendation was to expand the tradition work-and-earn model to include IRAPs. In July 2018, the U.S. Department of Labor issued Training and Employment Guidance (TEN) 3-18, creating Industry-Recognized and Registered Apprenticeship Programs (IRAPs). IRAPs are flexible apprentice programs that are more conducive to industries such as healthcare and computing in which registered apprenticeships have not been prominent. On Monday 24 June 2019, the U.S. Department of Labor issued a notice of proposed rulemaking (NPRM) and a revised version of TEN 3-18. The NPRM proposes that the U.S. DOL will be authorized to recognize standards recognition entities (SREs) that will be permitted to recognize (IRAPs). The revised version of TEN 3-18 provides the proposed process that the US DOL will use to recognize SREs. The NPRM proposes to modify 29 CFR Part 29, which currently governs registered apprenticeships and the process for recognizing state apprenticeship agencies by dividing the part into two subdivisions. Subdivision A would include the current part covering registered apprenticeship and the recognition of state apprenticeship agencies. The provisions of subpart A would be amended from the current contents of the part to include language to conform to the contents of the new subpart covering industry-recognized apprenticeship programs. Subpart B

would provide rules for the recognition of SREs by IRAPs and would provide rules outlining the process that SREs will use to recognize IRAPs.

(viii) The U.S. Department of Labor's Proposed Rule for IRAPs

Alabama Act 2019-506 requires the Alabama Office of Apprenticeship to certify IRAPs operating in the State of Alabama. However, the NPRM proposed by the U.S. DOL does not provide for a pathway for SREs to be recognized by SAAs. The NPRM states the Administrator of the National Office of Apprenticeship at USDOL, or his/her designee will grant recognition of SREs. To conform Act 2019-506 and the requirements of the NPRM per the recognition of SREs, Alabama commented on the NPRM and requested that states with a state apprenticeship agency (SAA), such as we are requesting here the AOA, be permitted to designate the director of the SAA as the Administrator of the National Office of Apprenticeship's designee for the purposes of recognizing and approving SREs operating in the state. Logically, the reason states create an SAA is to provide the state and state-level industry groups the ability to develop and approve apprenticeship programs. Thus, the issue here is that at the same time Alabama is being given flexibility to oversee the registration of registered apprenticeships as an SAA, the USDOL could potentially take away the option for the state to recognize the SREs that will recognize IRAPs operating in Alabama, according to the NPRM as written. Over 350,000 comments were submitted to the USDOL regarding the NPRM on IRAPs. The fact that Act 2019-506 provides the AOA the authority to approve IRAPs operating in the state of Alabama does not intend to limit IRAPs operating in Alabama to those who are sponsored solely by SREs from Alabama. The intent is to permit the AOA to "bless" the IRAPs and SREs in accordance with the proposed regulations outlined by the NPRM (which are very similar to the rules for vetting and approving registered apprenticeships.) This is a matter of federalism and preserving the option of the state to perform the role of an SAA under the IRAP model just as it does under the registered apprenticeship model.



(P) The Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways and the Alabama College and Career Exploration Tool (ACCET)

The ATLAS on Career Pathways will allow education and workforce data to be analyzed to develop data-informed adjustments to the workforce development strategic plan to provide aligned expectations from the earliest years of a child's development, through the K-12 system, through postsecondary education, and into the workforce. The ATLAS on Career Pathways will be governed by the P-20W Council, which is composed of the agencies heads of all partner agencies to the system. Agencies must submit a request to the P-20W Council to generate a report. Once a request is approved, the Governor's Office of Education and Workforce Transformation Division of Education and Workforce Statistics (a subunit of the GOEWT that will manage the ATLAS on Career Pathways) will determine the data needed from each partner agency to generate the report. Once a report is generated, then the P-20W council must vote unanimously to approve a report before it may be released.

Creating the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways will allow Alabama to use a data-driven process to review labor market data, wage records, and educational attainment data to determine the regional and state in-demand career pathways and credentials of value in which to concentrate braided WIOA and career and technical education funding. Aligning Alabama's education and workforce development programs requires data-driven decision-making processes. Governor Ivey has directed the development of the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways in two simultaneous stages. For the first stage of development, the Department of Commerce used a Reemployment & System Integration Dislocated Worker Grant to develop a unified workforce longitudinal database system (WLDS) by integrating AlaWorks, Commerce's warehouse, and JobLink, Labor's data warehouse through a firm called GeoSolutions. For the second stage of development, workforce data stored in the integrated WLDS will be linked with snapshots of Pre-K, K-12, and higher education data through secured data-matching. All partner agencies in this federated system will warehouse their own data. Partner agencies will not have access to data maintained by other agencies, even if that data is shareable. Agencies must submit a request to the P-20W Council to generate a report, and the Council must unanimously approve the request. Once a request is approved, the Governor's Office of Education and Workforce Statistics will determine the data needed from each partner agency to generate the report, and each agency will be asked to submit a flat file containing the requested data to the Governor's Office of Education and Workforce Statistics. Once a report is generated, then the P-20W council must vote unanimously to approve a report before it may be released.

All partner agencies in this federated system will warehouse their own data. Partner agencies will not have access to data maintained by other agencies, even if that data is shareable. Agencies must submit a request to the P-20W Council to generate a report, and the P20-W Council must unanimously approve the request. Once a request is approved, the Governor's Office of Education and Workforce Transformation Division of Education and Workforce Statistics will determine the

data needed from each partner agency to generate the report, and each agency will be asked to submit a flat file containing the requested data to the Governor's Office of Education and Workforce Transformation Division of Education and Workforce Statistics. Once a report is generated, then the P-20W council must vote unanimously to approve a report before it may be released. During the data-matching process for the purposes of producing longitudinal reports, encrypted data sets will be transferred via a secure site in a password-protected file. Once data is downloaded, it will be run through a vigorous automated matching procedure, as the quality of the data is dependent on the match rate success for producing accurate and informative longitudinal analysis. The P-20W Council's policies and procedures will strictly comply with FERPA regulations in every use of education data.

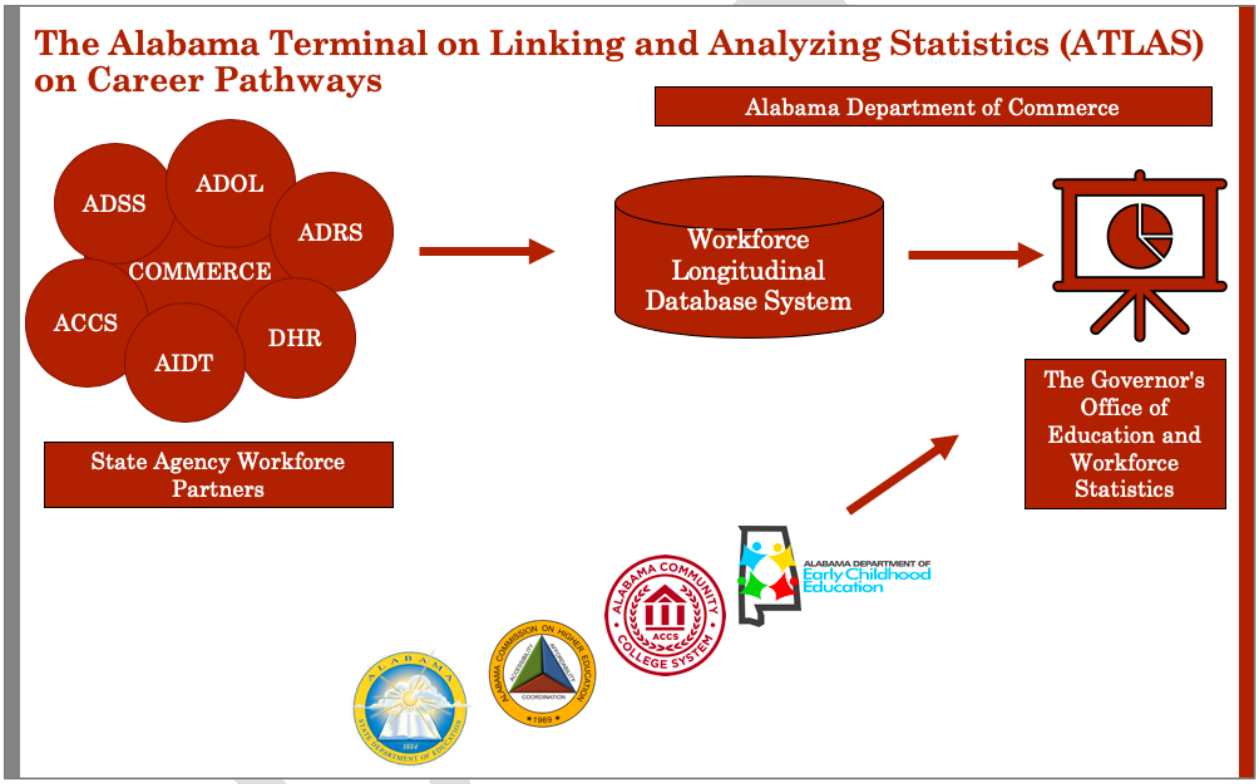


Figure: ATLAS on Career Pathways

III. OPERATIONAL PLANNING ELEMENTS

A. State Strategy Implementation

1. State Board Functions

The Alabama Workforce Development Board (AWDB) was appointed by the Governor in November 2015 in compliance with Section 101(a) of WIOA. The AWDB carries out its WIOA required functions as provided in Section 101(d) of WIOA to ensure the alignment of Alabama's workforce development programs. The Alabama Workforce Development Board meets quarterly and provides feedback on policies, programs, and system effectiveness to core workforce partners and employers.

The Board has one (1) working committee in addition to the Executive Committee. The working committees are:

Innovation and Accountability Committee: The Innovation and Accountability Committee assists the Board in developing a strategy to increase external growth and to leverage available existing resources to improve the quality of services.

The State Workforce Development Board's decision-making process generally starts with the Board committee discussed above. State Board committees will meet between quarterly Board meetings to review recommended state policies, Department of Labor or Other Federal partner agency guidance, and core partner staff proposals for operational guidance. Committee recommendations will be submitted to the Executive Committee or the full Board with recommendations for Full Board action via vote. State Board support staff may also provide policy recommendations and /or operational guidance recommendations electronically to the Board or Board committees for Board feedback and input. Any Board member may also present recommendations to the Executive Committee or the full Board for consideration and vote by the Board. All actions and recommendations by the Board are presented as a motion and a second before a vote is taken. All motions and the Board decisions via vote are maintained in the official Board minutes available on the Department of Commerce website (www.madeinalabama.com).

The staff support for the Alabama Workforce Development Board will be provided by the Alabama Department of Commerce's Workforce Development Division; however, the Board and its Committees will also utilize core partner staff to assist in carrying out required Board functions outlined in WIOA.

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2. Implementation Strategy

(A) Core Program Activities to Implement the State's Strategy

The six (6) core programs under the major core components of WIOA are in four (4) different agencies: Title I is in the Alabama Department of Commerce; Title II is in the Alabama Community College System; Title III is in the Alabama Department of Labor; and, Title IV is in the Alabama Department of Rehabilitation Services. These agencies, however, have partnered with each other since 1992 in providing coordinated or co-located services in the Alabama Career Center System. These agencies have met on a regular basis throughout WIA to provide and improve services to job seekers and employers through the system. WIOA has renewed these agencies to ensure coordinated and cooperative services.

Core program and optional plan partners' activities to carry out the state strategies identified in the plan are based on unique partnerships between the partners, the Alabama Workforce Development Board, and the Governor's Alabama Workforce Council. All core partners participate at the executive level, the senior management level and the volunteers participating on the Board. Also, the Alabama Community College System (ACCS) and the Career Tech programs within the Alabama Department of Education participates on the executive level meeting senior staff meetings and council and Board meetings. The activities funded to implement the State's strategies includes enrollments in Title I activities for adult, youth and dislocated workers, adult education activities provided in the Comprehensive Career Centers, Wagner-Peyser employment services, and Rehabilitation Services staff referrals to any appropriate services.

However, the state has reorganized the local areas based on a newly developed plan that divides the state into 7 workforce regions. The 3 previous local areas (Jefferson, Mobile, and 65 counties) were re-organized and developed into 7 local areas that match the workforce regions. The purpose is alignment across all the partners. Not only Core Partner agencies, but all sub-partners will have access to local data and strategic decisions will be made in each local area regarding solutions to workforce needs and especially those populations to be served. This reorganization was fully implemented as of July 1, 2017.

Five of the new local workforce development areas, which were formerly part of the 65-county balance of state, operate policy-wise and with administrative support from the Alabama Department of Commerce 's Workforce Development Division, which had administered the 65-county local workforce development area. Policy support and the coordination of services will continue from the other core partners for the five new local workforce development areas in order to ensure continuity of established policies such as priority of services to public assistance recipients. Senior Level from the core as well as non-core partners such as DHR, will continue to meet and seek to continue services to targeted groups of job seekers as we have done for years. The five new local workforce development areas will not be without experienced senior level guidance and support. When there a problem serving either the job seeker or the employer, we fix the problem.

SNAP E&T services will be expanded from 10 to 38 Alabama Career Centers across Alabama. The focused of the Career Centers will be on job search activities for Able-Bodied Adults without Dependents (ABAWDS). Referrals to the Career Center's come to Alabama Job Link electronically and allow for any SNAP E&T ABAWD to have access to services immediately at any of those 38 Career Centers. The plan is to work with local DHR offices and Career Centers in those 38 counties to continue to establish policies, priorities, and outreach for this population within the first quarter of 2017. SNAP E&T is also in the planning stages of a partnership with the Alabama Community College System Adult Education program. This partnership started with a pilot program for 50/50 Administrative match program in Mobile County. This partnership will include two community-based organizations in this area, as well as the local Career Center. The focus of this partnership is to look at barriers ABAWDS may have to employment in this area and match the services needed to overcome employment barriers and match them to the local workforce needs of that area. Once this partnership establishes protocols and policies, we look to role this out statewide the next several years.

The TANF Program is a cash assistance and work program operated by the Alabama Department of Human Resources (DHR). There are approximately 5,000 clients receiving TANF and participating in DHR's work program called JOBS. JOBS clients are required to register with Alabama Job Link (AJL). The plan is to create an interface with DOL whereby a record is automatically created or updated in AJL for JOBS clients. This will allow us to track TANF clients as they progress through the Career Center System and other workforce partner programs. The automated referral to DOL will expedite receipt of services for TANF clients as they will not have to go to another office to register in AJL, and they will be clearly identifiable as TANF clients so they will receive assistance according to the mandated priority of service. As a result of the automated referral DHR will receive performance outcome data that will be used to modify policies and procedures as appropriate. In the interim, we plan for monthly contacts between the JOBS case manager and Career Center case manager to ensure TANF clients are receiving full benefit of workforce services.

For clients that access the Career Center office first but may be interested in services provided by TANF, we will have information packets available at the Career Centers for any clients who inquire about the TANF program. Additionally, our long-term goal is to develop an online application process for TANF which will be easily accessible by the client from any computer.

(B) Alignment with Activities outside the Plan

As noted above, the Alabama Workforce System (AWS) includes programs and activities outside the Plan to include Community Services, HUD and Reintegration Services. Coordination and collaboration for programs not included in the Plan are provided through a strong partnership supported by the workgroups such as the Alabama WIOA Roundtable Workgroups. Workgroups also have been formed around career clusters, registered apprenticeships, career pathways and career

tech at the secondary levels, Executive senior management and council member level to ensure activities are not duplicated.

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

Customer-focused services to individuals is a priority for the Alabama Workforce System. Enhanced services to individuals have and are occurring by providing major media market such as TV Job Bank programs, Career and Job Fairs in rural high employment areas and Hiring Fairs in labor shortage areas. The State is also looking at providing a website portal that will give any individual how to access partner services for Workforce or supportive services in a few mouse clicks. The Alabama Workforce Development Board and Alabama's Workforce Council are empathic that services to individuals are provided in an effective, efficient and responsive manner. A "process flow" that identifies and visually communicates how individuals pass through the various processes will be developed. Based on where the individual enters the process they and each partner will know where the individual should go next and with what information or actions are required at each step. All partner employees will be trained to assist individuals on the specific steps required and with no duplication of efforts by the individual. The main goal is a "user friendly" process and experience through each step and that the individual receives the needed and necessary assistance.

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

The Alabama Workforce System partners will ensure that there is a coordinated, aligned, delivery model for services to employers. Partners, who meet on a regular basis, will continue to meet and align their resources and support to the local needs of employers. The melding of the partners and employers safeguards the coordination of educational and training services in alignment with the performance measures established by the boards and through each partner's governing authority under WIOA.

With this in mind, and in order to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs, and to achieve the goals of industry sector partners in the state, Alabama Workforce System (WFS) core partners will coordinate their activities and resources to determine a set of "core principles" in regards to the collaborative delivery of business services. The core principles will include the following:

1. WIOA Core Partners will serve as the lead, and equal, providers of services to business, particularly in each programs' area(s) of expertise
2. Business partner input will be an important consideration in the collaboration and alignment of services
3. No core partner will be excluded from direct interaction with the business customer, as needed and appropriate
4. Existing partnerships with business will be respected in order to address the preferences and needs of the business within the purview of that partnership

5. Whenever possible, collaboration and alignment will drill down to the local level but will consider recommendations from each core partner's leadership in regard to this focus.

WIOA core partners will form an executive-level leadership team with a representative from each partner's program who have expertise in, and responsibility for, the design and delivery of services to business customers at the state, regional and local level.

- This executive team will meet quarterly to address collaborative strategies and alignment with business customers.
- This executive team will also identify agency local representatives with similar expertise to serve on regional or local teams that focus on collaboration and alignment of engagement with existing or potential business customers.
- This executive team will also initiate on-going cross-training to enhance core partners' understanding of each partners' expertise so that the core partners are aware of the "go-to" agency to best address the unique needs of the business customer.

In order to make it easier for businesses to access these unique services, while developing and sustaining a trusted partnership, the Alabama Workforce System core partners will establish a "lead point of contact" from each core partner program with each business at the state and/or local level to build the capacity to be responsive to each business in a collaborative and timely manner in order to meet their needs. The following strategies will be used to engage in the collaborative delivery of business services based on the needs of the business. ·

- Identification of Business Services deliverable by each WIOA core partner.
- Facilitated quarterly meetings among each of the Core Partners at the state and regional/local levels as noted above.
- Cross-training internally for the regional/local business service representatives who will focus on:
    - Familiarity with the business services deliverable by each core partner
    - Consideration of the methodology of service delivery to business for appropriate referrals when special business needs arise with core partner business relationships
    - Sharing of "subject-matter expertise" to acquaint core partners with the many resources available to businesses to meet their needs
- Jointly funded initiatives with Core Partners and businesses coordinated through each core partner's representative on the executive team to ensure appropriate alignment and collaboration.
- Customized services to employers based on special populations and core partner expertise to address new or emerging needs of business.
- Other strategic approaches will be added to this list over time and will be generated by the collaborative engagement at the executive level core partner meetings noted above, along with input from the local collaboration gatherings.

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MORE SPECIFICALLY: The SLEET members, who have expertise in the delivery of services to businesses, will convene to identify specific business services offered by their program for each of the "Employer Services" enumerated in the "WIOA/Effectiveness in Serving Employers Report Template." Those six (6) areas are:

1. Employer Information and Support Services
2. Workforce Recruitment Assistance
3. Strategic Planning/Economic Development Activities
4. Untapped Labor Pools Activities
5. Training Services
    a. Incumbent Worker Training Services
6. Rapid Response/Business Downsizing Assistance
    a. Planning layoff response.

During the time period covered by the 2020 Combined State plan, the SLEET members plan to support and assist the Governor's Office on Disability and Vocational Rehabilitation in their efforts to encourage the Governor to issue an Executive Order require state agencies to model the way for hiring, retaining, and advancing Alabamian's with disabilities through special recruiting, hiring, accommodation and inclusion initiatives. By being a State as A Model Employer of individuals with disabilities, Alabama's state agencies will set a precedent and example to private business and industry that Alabamian's with disabilities are a valuable source of talent, skill and creative ability.

For Title I partners, the State and the State Workforce Development Board will continue to refine and assess how services to employers are carried out through the Career Center system. Also, the Alabama Workforce Council is a primarily employer-led advisory council appointed by the Governor in 2013 to assist in coordinating all resources in Alabama to provide high-quality, comprehensive services to employers. The Alabama Workforce Council has recommended, and plans are underway to establish a strong network of funded and empowered regional workforce entities that will be tasked with the central role of bridging business needs with a "talent supply chain." These regional entities which will include representatives of the core partner agencies will report to a board of regional business, industry and education leaders. Plans are also underway to establish a new online "one-stop" resource to serve clear and focused needs while being accessible by a number of users including employers.

Title II Alabama Adult Education programs will coordinate with all of the WIOA required partners to coordinate and align services to employers. As employment opportunities arise at varying levels of qualifications, the Adult Education students will be informed and included in the pool of potential candidates to fulfill the workforce demands in their local labor market. In addition, if students gain employment, then they will have the opportunity to continue their Adult Education services via distance learning.

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The Title IV Vocation Rehabilitation Program will work collaboratively with the WIOA required partners to provide effective services to employers on a state, regional, and local level. In addition to the business services provided by the WIOA partners, there are additional categories of services that can be provided by ADRS as part of the collaborative effort to meet business needs. These services will continue to be identified by our business customers, and ADRS will receive input from our business customers in developing these services so that the needs of businesses will be met. These services include customized Disability and Employment training, such as Disability etiquette and Disability bias training; Awareness of specific disabling conditions; and Emergency Preparedness for employees with disabilities. With Federal legislation and specific mandates for compliance around disability matters, ADRS also provides relevant training on the successful methodology and resources for implementation of Federal regulations such as Section 503 of the Rehabilitation Act for Federal Contractors.
Retaining valued workers whose job is affected by illness, injury, or disability has been a major concern of business, and ADRS has customized stay-at-work and return-to-work services to increase the likelihood that workers with disabilities will continue in their current jobs. And finally, ADRS will continue to provide services to address personnel processes, job descriptions, website accessibility, targeted recruitment, and the use of the ADRS rehabilitation technology specialist team and, of course, the statewide Business Relations Consultants who provide VR Business services at the local level.

Whenever possible, the Core partners will continue to refine and assess how services to businesses can be delivered collaboratively to employers through the Career Center system. Variations will occur in the collaborative delivery of services when those services are unique to the expertise of the core partner and the targeted populations they are mandated to serve and in deference to the specific needs of the business.

(E) Partner Engagement with Educational Institutions
Core and non-core programs have strong partnerships with the Alabama Community College System and the Alabama Department of Education's Career Tech system. Representatives of both entities are members of the Alabama Workforce Development Board along with the Executive Director of the Alabama Commission of Higher Education (ACHE). Partner representatives from Alabama Community College System, Alabama Career Department also participate in quarterly WIOA Roundtable meetings which includes State Board staff, One-Stop Career Center regional management staff, Local Workforce area staff, and non-core partner staff such as TANF, SNAP and UI senior management. These Roundtable participants represent senior and mid-level management and have access to information related to activities of the core programs and opportunities for collaboration, coordination and partnering. At the regional level, there are quarterly Regional Workforce Council meetings that include business, local community college workforce development coordinators, local career tech directors, one-stop career center managers and economic development staff. The Community College and local Career Tech representatives at

these meetings provide program updates and seek core partner and business input into training processes and equipment needs.

In Alabama the core and additional partners have a very close relationship with the state's ACCS. The Alabama Community College System not only provides the academic and technical training but also is the entity responsible for operating the Title II Adult Education grant. This allows for the full array of skills, from basic skills to specialized skills training. There are several Workforce Career Centers located on community college campuses and adult education is represented in all of the Comprehensive Career centers. The close-knit relationship streamlines the process to move the jobseekers into training and supportive services for skill development and to connect with local employers. Core and additional partners are enabled to connect their customers to training that leads to the high demand occupations. Adult education provides additional state funding to local programs to increase partnerships with Career Technical Education to expand Integrated Education and Training Career Pathway initiatives. Core partners and additional partners such as TANF, SNAP, ABAWDS, veterans, English Language Learners and Senior Services refer jobseekers into the IET training pathway programs. Alabama has adopted a dual enrollment integrated adult career pathway model. An increased focus will be placed on expanding short term training, Ready to Work, Bridge programs, and Adult Career Pathways that target high demand, high wage sector strategies in the regional areas.

For the state of Alabama Title II Programs, 93% of the providers are located on the campus of the community college system. This integration allows increased discussion, access and engagement within the state's educational system. In addition, most campuses also have transitional counselors that can connect students to additional educational opportunities.

The ADRS will collaborate with all secondary educational institutions in the State of Alabama by providing Pre-Employment Transition Services and Transition Services to students with disabilities (ages 16-21) to assist with transitioning into the state's workforce. Pre-Employment Transition Services activities will focus on:

- Job exploration counseling
- Work - based learning experiences, which may include in-school or after school opportunities or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible.
- Counseling and guidance on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy, which may include peer mentoring.

The ADRS has Transition Counselors assigned to each of the 136 high schools in our state. Through collaboration with each Local Education Agency (LEA), the ADRS will develop and improve

transition partnerships, programs and service models by implementing and expanding the following services/programs.

- Summer work program - Job Exploration Training (JET) Students are provided training in the areas of job exploration, career assessment, social skills training, mock interviewing, resume preparation, and self-advocacy training. Paid work experiences in a community setting are arranged for each student satisfactorily participating in the training.
- Smart Work Ethics Training (SWE) - SWE is a social skills curriculum that addresses communication skills and workplace behaviors (attitude, work ethic, image and appearance, interpersonal skills, teamwork, time management, accountability) needed to obtain and maintain successful competitive employment. This curriculum is provided to the student in the LEA by a certified trainer from a Community Rehabilitation Program.
- Jointly Funded Job Coach - ADRS is committed to providing jointly funded job coaches in local education agencies to assist with the provision of pre-employment transition services. The jointly funded job coaches provide pre-employment transition services which are not typically or customarily provided by the LEA. These pre-employment transition services are designed to increase the likelihood of independence and inclusion of students with disabilities, including those with significant disabilities, in communities, as well as, maximize opportunities for these students for competitive integrated employment. Currently, ADRS has 27 jointly funded job coaches in place through third-party cooperative agreements.
- Career Interest Inventories - ADRS transition counselors will expand the delivery of career interest inventories to students with disabilities earlier in the transition planning process to assist with identify the student's interests, abilities, aptitude, and values.

The ADRS also has a liaison to two secondary educational institutions housed within the Alabama Department of Corrections (DOC). This liaison collaborates with DOC staff to ensure referral to ADRS is made within 90 days of release. The goal of this collaboration effort is to ensure that the inmates will have an appointment with a VR counselor within one week of community re-entry to avoid any delay in the provision of vocational rehabilitation services. Post-Secondary - The ADRS also collaborates with two-year colleges and universities across the state to provide college preparation programs to prepare individuals with disabilities in entering post-secondary education. Typically, classes are held for one week on the college/university campus. Topics of discussion include note taking, finding your best study style, time management, how to better prepare for college tests, and how to access student support service.

(F) Partner Engagement with Other Education and Training Providers

Alabama's WIOA partners are working on a number of strategies to engage other education and training (including providers on the State's Eligible Training Provider List) as partners in the workforce system. These efforts include engaging the state-funded training program for new and expanding businesses known as Alabama Industrial Development Training (AIDT) for short term

training and referral to new jobs. We are working with AIDT to utilize the one-stop career centers in finding workers for their start-up projects entering the labor market from dislocation events.

The Alabama Technology Network (ATN), the Manufacturing Extension Partnership, often provides Incumbent Worker Program Training as part of its role in improving manufacturing processes.

The AFL/CIO Labor Institute for Training (LIFT) provides assistance to Registered Apprenticeship programs to be added to the State's ETPL.

The Construction Education Foundation of Alabama (CEFA) is a private non-profit training provider established by the construction industry to provide pre-employment and pre-apprenticeship training for skilled trades. CEFA's programs are on the State's ETPL
The Alabama Community College System (ACCS) also works with other education providers to ensure students have the opportunity to choose a seamless pathway from secondary through the community colleges to four-year institutions with multiple entry and exit points.

ADRS currently engages the following educational and training providers as partners in the workforce development system in order to create job-driven education and training systems: Alabama Institute for the Deaf and Blind, EH Gentry. These educational entities are focused on training individuals with visual and/or hearing impairments in curricula that are geared towards labor market needs. In addition to engaging with other educational entities, ADRS has partnered with other training providers, to include community rehabilitation programs and Alabama businesses to provide industry-specific training that is geared towards the learning styles of individuals with cognitive disabilities. ADRS will continue to seek out job-driven educational and training opportunities in order to enhance the skills attainment of individuals with disabilities and meet the workforce needs of Alabama's businesses. ADRS will also work closely with all education and training providers to assess the need for and provide accommodations for the successful completion of training programs.

(G) Leveraging Resources to Increase Educational Access

The Alabama Community College System (ACCS) has implemented streamlined Prior Learning Assessments for those individuals that have gained skills while on the job, military, or other means. This allows the students to earn college credit for the past experience and accelerates their entry into their chosen career pathway. This program is also available for those Adult Education students that may have several years of experience and are looking to improve themselves and increase their earning capacity. Our plan is to develop a working "focus group" of all the workforce resources within the state to develop strategy for leveraging the current funding sources and plan collaboratively on how we can link our programs in a resource pipeline. The purpose, to assist our underserved populations get in the pipeline at the appropriate access point and exit when they reach

their goal or where they are comfortable to exit with employment that provides a living wage for their family. The group meets now in various venues, but not formally for the purpose we propose. Our action step will be to formalize the "focus group" with specific tangible goals and objectives.

Funding for ABE courses is distributed according to the targeted needs of an area and how many instructors are needed. Funding for ABE programs is provided through a competitive grant award and is based on the annual appropriation from the ACCS Office of Adult Education. Grantees will be aligned with system-wide goals and labor market needs of local program areas and will have the capability to provide Career Pathway services throughout the state. ACCS community colleges also provide training through the state's Workforce Development Fund.
The Alabama legislature currently allocates ten million dollars to the ACCS for CTE dual-enrollment scholarships for high school students. The ACCS workforce development division also has funds allocated for training special populations. The construction industry will be contributing financial resources for training Alabamians through the Construction Industry Craft Training Act. The new law will add $1 per $1,000 of project value onto the cost of building permits in the state. It is expected to raise between $3 million and $5 million each year, money that will be dispersed in the form of grants to qualified craft education programs such as community colleges, private schools, and unions.

The Alabama Community College System's Adult Education office has established Integrated Education & Training Adult Career Pathway models by leveraging the expertise and resources of the core and additional partners. The IET programs are available to eligible job seekers at no cost through the braiding of financial resources from the partners. Partners can expand their presence in an area by taking advantage of career center partner facilities with a "no wrong door" approach to service. Cross-training in the intake procedures and the administration of assessments is one of the many areas of leveraging human and financial capital. Adult Education continues to provide online TABE assessment access and training to all Career Centers for assisting in the proper educational placement of participants.

The ACCS - Title II-Adult Education programs are coordinating with all of the WIOA required partners to create formalized referral processes, local linkages to information and resources, as well as creating efforts for a uniformed intake and/or assessment process to streamline and expedite the provision of services. Title II Adult Education through the Alabama Community College System has created an educational and workforce skills path for Title I, SNAP ABAWDS, TANF, Rehabilitation Services, and Senior Services. A participant will receive the basic academic skills, essential workforce skills, and specific technical skills needed to attain the stackable credentials which will allow them to compete for and attain employment. These participants will include any and all eligible populations as defined under WIOA for each of the core and additional partners. English language learners and participants with disabilities and/or significant barriers to employment will be targeted.

As a partner in the workforce development system, the Alabama Community College System, Adult Education (Title II) programs are administering integrated education and training career pathway opportunities. The implementation of career pathways programming throughout the state will be guided by local labor market information and reflective of the local industry needs. The Adult Education and Family Literacy Act (AEFLA) federal funds support the advancement of individuals into postsecondary education and work. The grants to eligible providers require states to consider "whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship" (Section 231(e) (8)). The integration of literacy instruction and occupational skills training is an allowable activity that states can use leadership and federal funds to support.

Adult Education funds are used to support Integrated Education and Training (IET) career pathway programs that provides instruction in reading, writing, mathematics, or English proficiency that is below the postsecondary level. This instruction in basic literacy skills and the English language should be contextualized to support the occupational skills portion of the program. The Career Pathway curriculum address both the basic literacy skills and the occupational competencies needed for the participant to complete the program successfully. AE funds are used to plan, develop, and deliver the portions of the curriculum that address basic literacy skills in a contextualized way to ensure the application of the knowledge and skills.

(H) Improving Access to Postsecondary Credentials

WIOA training services often lead to recognized credentials such as high school equivalency, Career Readiness Certificates, and certificates from partner community colleges. Local workforce development boards will determine strategies for credential attainment based upon area employer requirements.

An additional strategy employed by the ACCS is implementing an extensive expansion of stackable certificates. The ACCS is implementing and will continue to execute several strategies to improve access to postsecondary credentials. The ACCS has long been a nationally recognized leader in the number of articulated CTE courses between secondary and postsecondary, allowing high school students an edge in accessing college credentials. In addition to articulation, Alabama has become a national leader in providing high school students dual credit for dual enrollment in CTE and academic courses. Alabama has increased the numbers of students taking advantage of this opportunity each year and has realized tremendous growth in the last five years as more students and parents learn of the significant savings that are available in both time and money. Tremendous momentum is in place and should continue as more systems, parents, and students learn of the advantages of these opportunities. Our funding for CTE dual enrollment scholarships has tripled in the last three years, and we anticipate increased funding, so students will have greater access to post-secondary credentials.

The ACCS is seeing extensive expansion of stackable certificates (awards) within CTE Programs. Students may earn several short certificates (minimum of 9 semester hours for each certificate) that lead to a Long Certificate or AAS Degree, depending on the program. This also includes advanced certificates that may be pursued once a Long Certificate or AAS has been obtained. This structure allows for multiple entry and exit points for students and allows them to gain a nationally recognized credential when they exit a program. Some of the credentials awarded are NCCER for construction and maintenance related sectors and NATEF/ASE certifications in transportation sectors.

The Alabama Legislature passed an apprenticeship tax credit for Alabama companies who have a USDOL Registered Apprenticeship. The Alabama Community College System and other eligible training providers will play a critical role in the rapidly growing apprenticeship program across the state. The legislation, specifically, directs the Chancellor of the Alabama Community College System to work directly with the Deputy Secretary of the Alabama Department of Commerce to develop the rules and procedures for the new apprenticeship program. Alabama will start its new program focused on five target areas, manufacturing, healthcare, construction, information technology, and logistics/transportation. Each of these target areas has hundreds of possible apprenticeship paths that will lead to journeyman status and various post-secondary credentials. The ACCS has an ever-expanding Work-Based Learning initiative in both non-credit and CTE credit programs. This is targeting ALL populations. As part of our Work-Based Learning strategy, we currently have registered apprenticeships, nonregistered apprenticeships, cooperative learning, clinical, and preceptorships. We are in the process of redesigning CTE programs to ensure Work-Based Learning is an integral part of any new CTE program submitted and that it be a key component of the program. We will be working to transition the current Work-Based Learning programs into registered apprenticeships.

ACCS is in discussion with the US Department of Labor, Office of Apprenticeship about becoming a Registered Apprenticeship College Consortium (RACC) as a state-wide system. We anticipate implementation in the fall of 2016.

In Alabama, registered apprenticeship programs will be an integral part of our utilizing our educational system to prepare the workforce.

Utilizing the aforementioned structure, ACCS will be able to develop the educational pipeline by enrolling more low skilled job seekers through the various core and additional partner access points. A strong statewide apprenticeship program will be made possible through the leadership of the education and training community, employer community and the commitment of the core partners. Workforce development requires an enriching learning experience, which will allow participants to obtain the necessary skills to be effective in the workplace. This is why the ACCS, adult education,

and all of the core and additional partners will braid resources and provide the skill development training and apprenticeships to help the State's citizens be successful.

(I) Coordinating with Economic Development Strategies

The WIOA staff resources have recently been placed within the Alabama Department of Commerce in a newly created Commerce Workforce Division. The Alabama Department of Commerce is the entity responsible for the economic development strategies for the state. By this new alignment, it is the specific job duty of the Deputy Secretary of Commerce Workforce Development Division to make sure the WIOA program is coordinated with the economic development strategies. The Department of Commerce will take the following Action steps;

1. Through a new marketing/branding program currently being developed by a 3rd party, Commerce will disseminate current workforce information and program along with projected long-term programs in the future through a monthly newsletter.
2. The Deputy Secretary of Commerce for Workforce Development is a standing member of the Economic Development Association of Alabama (EDAA) Board and through various meeting reports and EDAA newsletters and email blasts, communicates across the entire state.
3. The Department of Commerce manages and coordinates the state's economic development strategy, Accelerate Alabama. Accelerate Alabama, the economic development strategic plan for the state was developed during a six-month period led by the Alabama Economic Development Alliance (Alliance), created by Executive Order of the Governor. Accelerate Alabama is meant to provide direction for Alabama's economic development efforts over the next three years. Eleven targeted business sectors, along with areas of focus for each, have been identified for the state of Alabama to focus its recruitment, retention and renewal efforts. The determination of the targets identified for Accelerate Alabama involved thorough research, including the review of the current business/industry base in Alabama, current targeted sectors of state, regional and local economic development organizations in Alabama, as well as the various power providers, recent project activity, and other emerging sectors that have shown growth at the national, state and possibly local level. The strengths of Alabama related to each sector were also considered. The Alliance was created to organize and direct the preparation of a strategic economic development plan for the state to ensure the recruitment, retention, and renewal of business and industry in Alabama. These three economic development drivers serve as the basis for recommendations included in the Accelerate Alabama plan. These drivers are defined as follows: **Recruitment**: Programs that focus on the attraction of new business and industry. Retention: Programs that focus on the retention and expansion of existing business and industry. **Renewal**: Programs that focus on job creation through innovation, entrepreneurship, research and development, and commercialization. In order to successfully compete for the jobs of tomorrow in each of the targeted business sectors, the state must diversify its economic development efforts through a balanced emphasis on recruitment, retention and renewal. Each recommendation in the plan is designed to accelerate the state's economic development efforts with each tactic

providing a path to success. The accelerators are organized within the context of the three economic drivers, but most will require collaborative efforts across the full spectrum of Alabama's economic development community. There are some economic development accelerators that transcend the three primary economic drivers. These recommended initiatives have been presented after the three drivers in an "Other" category. Following are the economic development drivers and accelerators associated with each in the plan: **RECRUITMENT**: Provide a Workforce with Skills Aligned with Prospect Needs Ensure Availability of Sites and Infrastructure that Meet Prospect Criteria Determine Competitiveness of Financial Assistance Proactively Reach Out to Suspects/Prospects Build Capacity and Recruit Entertainment Production Develop Global Lead Generation Strategy; **RETENTION**: Align Workforce Services Develop ACCS Strategic Plan Strengthen the Training for Existing Business and Industry Develop Small Business Assistance Initiative Implement Education/Workforce Services Communications Program Increase Exports Support Military Assets and Contractors; **RENEWAL**: Create Statewide Organization for Innovation Coordinate and Increase Commercialization Efforts Develop Legislative Agenda for Innovation Build Research and Development Capacity Support Existing Industry Develop the Information Technology Sector Foster Entrepreneurship and Small Business Development Provide Financial Support for Commercialization; **OTHER**: Support Rural Development Enhance State Economic Development Brand Inventory and Understand Sustainability Efforts Support Downtown Redevelopment Programs and Other Related Initiatives. The Secretary of the Alabama Department of Commerce implemented the plan with the assistance of the Economic Development Alliance. The Plan is currently in its 3rd year, and an updated Plan is about to launch that will continue the work outlined in the original Plan with appropriate updates.

4. The Made in Alabama website is currently the "go-to" site for all things economic development within the state of Alabama.
5. The WIOA partners will be working closely with our economic development partners to determine labor supply in specific industry sectors to include student enrollment. Part of our strategy is to provide a balance to meet labor supply and demand on a regional basis. In Alabama, Adult Education programs are coordinating with the economic and workforce development strategies by providing an entry way for individuals to become part of the state's workforce pipeline. Jobseekers and low skilled participants can gain the skill level to become gainfully employed through Career Pathway, Bridge programs, and Ready to Work programs that offer industry-recognized credentials and certificates in a stackable format. The One-Stop Career Center partners will provide the support service required for successful completion.

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B. State Operating Systems and Policies

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–

(A) The ATLAS Longitudinal Data System will integrate the workforce data and the education data into a unified system to create reports requested and approved by the P-20W Council. The ATLAS is expected to leverage the strengths of education and industry to improve educational outcomes and to promote workforce and economic development by providing the capability to look at educational outcomes and workforce outcomes across entities and over time. It will also maximize existing data assets by utilizing education and workforce training program outcome information from early learning through postsecondary education and into the workforce. The ATLAS will also provide information on the effectiveness of educational and workforce training programs, not individuals, by doing all of the following: Assessing the availability of a skilled workforce to address current and future demands of business and industry; providing information to improve the effectiveness of educational programs and educational outcomes; providing information to improve the effectiveness of workforce training and workforce outcomes; providing timely and actionable information to students and parents to aid in career path decisions; providing information regarding return on investment of educational and workforce programs; guiding decision makers at all levels to further facilitate the enhancement of educational and workforce programs.

(B) Alabama Department of Commerce and Department of Labor are implementing an integrated database for WIOA Title I and Title III, Trade Act, and Veterans. The new Virtual One Stop (VOS) system replaced the two old separate systems, Alabama JobLink (AJL) and Alaworks, and is a vibrant system able to provide services to those seeking employment and training. The system also contains data from the Title II and IV core partners via a data sharing agreement. This system is also the main source of workforce data for the ATLAS system. The system has a common registration, intake and reporting and for those participants that are common to all programs in the system will have a common exit from all services in the workforce system. WIOA reporting for Title I and III, TAA, and Veterans will be compiled and fed to the federal reporting system from the new VOS system. This will ensure common participants, common outcomes and enhanced reporting for all partners included in the case management system.

(2) The ACCET will be a Career and College exploration tool will consist of a web-based dashboard, accessible at no cost to the general public developed from data from the ATLAS. The ACCET will allow the user to compare all education and workforce training programs offered in the State of Alabama, including postsecondary education and training programs, programs offered through the public workforce system, and employment opportunities offered by public and private employers. It will allow users to compare annual and total cost, length of time to complete, graduation rate, median salary, and if eligible for financial aid. It will provide pertinent information on all 16 career clusters and the 79 career pathways and occupation in each pathway. The ACCET is expected to be operational by October 1, 2020.

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State-developed guidelines for State-administered One-Stop partner programs' contributions to the One-Stop delivery system were via Governor's Workforce Innovation Directive Number PY2015-10 on January 20, 2016. This Directive requires each local area, the Local Board, chief elected officials and One-Stop partners to come to an agreement regarding the methodology for determining One-Stop infrastructure cost contributions per WIOA 121(h)(1)(B). If local officials are unable to reach consensus, they will be required to use the infrastructure funding methodology determined by the Alabama Department of Commerce's Workforce Development Division on behalf of the Governor.

Funds for infrastructure costs must come only from the administrative funds (when no consensus has been reached) of each respective program (per WIOA Section 121(h)(2)(D)(i)(I)) and shall be subject to the program's limitations with respect to the portion of funds under such program that may be used for administration. Limitations are also placed on how much each partner can contribute to infrastructure costs. These limitations are as follows, by program:

*Adult, Dislocated Worker, and Youth: Shall not exceed 3 percent of the federal funds provided to the State for a full program year. *Wagner-Peyser Act: Shall not exceed 3 percent of the federal funds provided to the State for a full program year. *Vocational Rehabilitation: Shall not exceed .75 percent of the federal funds provided to the State in the second full program year; 1 percent of the federal funds provided to the State in the third full program year; 1.25 percent of the federal funds provided to the State in the fourth full program year; 1.5 percent of the federal funds provided to the State in the fifth full program year and in each succeeding year. *Other Partners: Shall not exceed 1.5 percent of the federal funds provided to the State. Subject to the above limitations, those local areas in which the local board, chief elected officials, and One-Stop partners fail to reach a consensus agreement on methods to fund the infrastructure of the One-Stop Career Centers in the local areas beginning on July 1, 2016 and thereafter, the Governor, after consultation with chief elected officials, local boards, and the State Board, shall determine the portion of funds to be provided by each One-Stop Career Center partner. In making such determinations (for the purpose of determining funding contributions), the Governor shall calculate amounts for the proportionate use of the One-Stop Career Centers in the State consistent with Chapter II of Title 2, Code of Federal Regulations (or any corresponding similar regulation or ruling) taking into account the costs of administration of the One-Stop delivery system for purposes not related to One-Stop Career Centers for each partner.

The Governor shall exclude from such determination of funds the amounts for proportionate use of one-stop centers attributable to the programs of one-stop partners for those local areas of the State where the costs of infrastructure of one-stop centers are funded under the option described in WIOA Section 121(h)(1)(A)(i)(I), e.g. funding methods agreed on by the local board, chief elected officials, and One-Stop Career Center partners (and described in the memorandum of understanding described in WIOA Section 121(c). The Governor shall also take into account the statutory requirements for

each partner program and the partner program's ability to fulfill such requirements. Per WIOA Section 121(h)(2)(C) in a State in which the State constitution or a State statute places policymaking authority that is independent of the authority of the Governor in an entity or official with respect to the funds provided for adult education and literacy activities authorized under Title II, postsecondary career and technical education activities authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), or vocational rehabilitation services offered under a provision covered by Section 3(13)(D), the determination with respect to the programs authorized under that title, Act, or provision shall be made by the chief officer of the entity, or the official, with such authority in consultation with the Governor.

Pursuant to WIOA Section 121(h)(2)(E), the Governor shall establish a process, described under WIOA Section 102(b)(2)(D)(i)(IV), for a One-Stop partner administering a program described in WIOA Section 121(b)(1) to appeal a determination regarding the portion of funds to be provided by the One-Stop partner. Such a determination may be appealed under the process on the basis that such determination is inconsistent with the WIOA requirements for One-Stop partners' contributions for One-Stop Career Center infrastructure costs. Such process shall ensure prompt resolution of the appeal in order to ensure the funds are distributed in a timely manner, consistent with the requirements of WIOA Section 182(e).

3. State Program and State Board Overview

(A) State Agency Organization

The Governor of Alabama leads state workforce efforts and organizations for the entire state. The organizational chart for WIOA shows the Governor at the top. Two entities, the Alabama Workforce Council and the WIOA State Board, report directly to the Governor to recommend actions, legislation, initiatives, and operations. These two entities are made up of respected and experienced leaders from all regions of the State. The Alabama Workforce Council has been in place for many years, and its members represent local councils, providing communication and information on local and regional needs and opportunities.

The WIOA State Board, created in accordance with the established WIOA guidelines, reports directly to the Governor and has direct lines of responsibility and communication relationship with all WIOA partner organizations and agencies, namely the Alabama Department of Senior Services, the Alabama Department of Rehabilitation Services, the Alabama Department of Labor, the Alabama Community College System, the Workforce Development Division of the Alabama Department of Commerce, and the Alabama Department of Human Resources.

On the WIOA organizational chart of relationships for WIOA Alabama, these six (6) departments, in turn, oversee their respective programs and agencies and, receive input, data, and information for decision making from local constituencies, citizens, businesses, industries, employers, and members of the current and potential workforce.

The Alabama Department of Senior Services implements Alabama's Senior Community Service Employment Program (SCSEP). The Alabama Department of Rehabilitation Services implements Vocational Rehabilitation Services. The Alabama Department of Labor is the agency administering Wagner-Peyser, Unemployment Insurance, Trace Act, and Veterans programs. The Department of Labor is also the lead agency for the operation of Alabama's Career Centers (One Stops). The Alabama Community College System administers all Adult Education programs for the State. The Workforce Development Division of the Alabama Department of Commerce administers the WIOA Title I programs, organizes and assists the regional workforce councils, and organizes and assists local WIOA area boards and their participants. The Workforce Development Division of the Alabama Department of Commerce also shared has operational and oversight responsibilities with the Alabama Department of Labor for Alabama Career Centers (One-Stops). The Alabama Department of Human Resources operates the workforce development and employment assistance components of the Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program - Employment Training (SNAP-ET) programs for eligible families.

The essential collaborative relationships of representative boards, councils, State departments, agencies, and programs in Alabama are well established. All of the above-described entities participated in the planning of the Alabama WIOA plan and continue to work toward shared data, resources, and personnel to efficiently and effectively serve the employers, employees, and those seeking employment in Alabama. The collaborative planning process has focused attention on those with barriers to employment, to those who may be underemployed, and to the newly-identified growth areas for workforce development. New lines of communication, opportunities and technologies for data-sharing, and the focus and energy of the WIOA Board members are resulting in greater opportunities and resources for the Alabama workforce.

Local-level activities and programs are provided through the Alabama Career Center Systems One-Stop Career Centers. There are currently seven local workforce development areas. The Alabama Workforce Development Board in June 2017 approved a plan to realign five (5) of the Balance of State counties with the former Jefferson County Local Workforce Development Area, eight (8) of the balance of State counties with the former Mobile County Local Workforce Development Area and the remaining fifty-two (52) counties into five (5) new local areas with Local Workforce Development Boards governing WIOA activities. This realignment took effect on July 1, 2017.

(B) State Board

The State Board shall include The Governor (WIOA Sec 102(b)(1)(B). The Alabama State Board includes the Governor, Kay Ivey. The State Board shall include a member of each chamber of the State legislature (to the extent consistent with State law), appointed by the appropriate presiding officers of such chamber; therefore, the Alabama WIOA Board includes Representative Terri Collins of the Alabama House of Representatives and Senator Clay Scofield of the Alabama Senate. The Board must contain a majority of representatives of businesses in the State appointed by the

Governor. These members must be owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority, and who, in addition, may be members of a local board described in section 107(b)(2)(A)(i); must represent businesses (including small businesses), or organizations representing businesses described in this subclause, that provide employment opportunities that, at a minimum, include high-quality, work-relevant training and development in in-demand industry sectors or occupations in the State; and are appointed from among individuals nominated by State business organizations and business trade associations. In accordance with these categories of business leaders, the appointed business representatives of the Alabama WIOA Board are George Clark (President of Manufacture Alabama), Ronnie Boles (President of General & Automotive Machine Shop, Inc.), Joseph Brown (Area Manager of Alabama Power Company), Russell Dubose (Human Resources of Phifer, Inc.), A. J. Cooper, (Attorney of Cooper Law), Bobby Humphrey (VP of Bryant Bank), Mike Reynolds (President of BroadSouth Communications, Inc.), Perry Hand, President/CEO of Volker, Inc), Sandra Koblas (Human Resources Director of Austal USA), Cleveland Poole (VP of Pioneer Electric Cooperative, Inc.), Kasey Myers, (Manager of CSP Technologies), Sherry Vest (a self-employed executive), Ashley Ramsay-Naile (VP of Crowder Gulf), Bruce Willingham (President of Mach III, Inc.), Tony Woiciechowski (Human Resources Manager of Hyundai Power Transformers USA), Steve Hildebrant (Manager of Alabama Power Company), Donny Jones (Chief Operating Officer of the Chamber of Commerce of West Alabama), Anne Savage (Controller of American Buildings Company), Jim Searcy (Executive Director of the Economic Development Association of Alabama), and Ken Tucker (Director of The Boeing Company). Not less than 20 percent (20%) of the members of the Board shall be representatives of the workforce within the State who shall include representatives of labor organizations, who have been nominated by State labor federations; shall include a representative, who shall be a member of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in the State, such a representative of an apprenticeship program in the State; may include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; and may include representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth. Alabama Board members meeting the above-listed criteria include Mike Fields (Director of the Alabama AFL-CIO Executive Board), Bren Riley (President of the Alabama AFL-CIO), Mary Albritten (Project Director of the Alabama AFL-CIO), Matthew Dudley (Training Director BEJATC), Frank Coiro (Center Director of Montgomery Job Corps), Jason Phelps (Executive Director of Alabama Construction Recruitment Institute, Lynne Stokley (CEO of Easter Seals of Alabama), and Sydney Raine (President of Mobile Works, Inc.)

The balance of the members of the WIOA Board shall include representatives of government who shall include the lead State officials with primary responsibility for the core programs; and shall

include chief elected officials (collectively representing both cities and counties, where appropriate); and may include such other representatives and officials as the Governor may designate, such as the State agency officials from agencies that are one-stop partners not specified in subclause (I) (including additional one-stop partners whose programs are covered by the State plan, if any); State agency officials responsible for economic development or juvenile justice programs in the State; individuals who represent an Indian tribe or tribal organization, as such terms are defined in section 166(b); and State agency officials responsible for education programs in the State, including chief executive officers of community colleges and other institutions of higher education. The required WIOA Core Partner Board members for Alabama include Fitzgerald Washington (Secretary of Labor, Alabama Department of Labor, representing Title III), Ed Castile (Deputy Secretary of Commerce for Workforce Development, Alabama Department of Commerce representing Title I), Jane Elizabeth Burdeshaw (Commissioner of the Alabama Department of Rehabilitation Services representing Title IV), Jimmy Baker (Chancellor of the Alabama Community College System representing Title II). The required county elected official on the Board is Merceria Ludgood (Commissioner of Mobile County). The required city elected official is Tony Haygood (Mayor of the City of Tuskegee). Other members of the WIOA Board under this classification include Nancy Buckner (Commissioner of the Alabama Department of Human Resources), Jim Purcell (Executive Director of the Alabama Commission on Higher Education), Josh Laney (Alabama Office of Apprenticeship), and Alan Baker (Member of the Alabama House of Representatives).

(ii) Board Activities

The Governor appoints members of the Alabama Workforce Development Board (AWDB) and designates the Chairperson. The State Board through its bylaws will establish working committees to assist the Governor and the full Board in carrying out the functions and responsibilities in Section 101(d) of the Workforce Innovation and Opportunity Act (WIOA).

These working committees may include, but will not be necessarily limited to, an Executive Committee, a Strategic Planning and Initiatives Committee, and a Communication and Marketing Committee. The Chair may also appoint short-term subject-related task forces to address issues such as (1) the development and continuous improvement of the workforce system in the State, (2) the development and improvement of the one-stop services delivered to workers, job seekers, and employers, and, (3) the development of such other policies to promote and enhance the performance of the workforce development system in the State. Both committees and task forces will have Alabama Department of Commerce staff and/or staff from the required core partners as designated resources to assist in completing committee and task force objectives as they carry out the responsibilities of WIOA Section 101(d).

In 2014 the Governor also created the Alabama Workforce Council to enhance industry and education collaboration on an on-going basis and to review ways to streamline and align the existing workforce development functions in the State. A number of the members on the Alabama Workforce Council have also been appointed to the Alabama Workforce Development Board to

provide continuity and to develop common recommendations on policy and workforce alignment needs. State Board meetings will be held quarterly. Committees and task forces will meet every other month to consider recommendations and initiatives for submission to the full Board. All Board meetings are subject to the Alabama Open Meetings Act.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

(A) Assessment of Core Programs

At a minimum, core workforce system partners program services included in the WIOA State Plan, will be assessed using the common measures as provided in WIOA Section 116(b). The performance will be reported on the State and Local Workforce area level. Each Core Partners' performance in each of the primary indicators of performance will be a start point for the further evaluation of quality, effectiveness, and opportunities for improvement. Each core partner program will submit their performance metrics in a statewide dashboard report on a quarterly basis. The quarterly dashboard report will be provided to the State Board's Performance Accountability Committee with accomplishments, plans, and strategies to continue successes or make improvements, as necessary, how partners address areas that are not being met and the identification of resources or supports needed to move forward.

The state and local workforce development areas providing Title I-B, Adult, Dislocated Worker and Youth programs will be assessed based on a comparison of actual performance levels with the negotiated / adjusted levels of performance each quarter and annually. The following definitions will be utilized by the federal agencies in determining if the State met performance. Additional federal guidance is pending, which may require adjustments to performance levels later in 2016 or early 2017.

Levels of Performance:

- "Exceeds" Goals: If the actual performance in any indicator is greater than 100 percent of the negotiated level.
- "Meets" goals: If the actual performance in any indicator is 90 percent or more and up to 100 percent of the negotiated level.
- "Failed to Meet Goals": If the actual performance of any indicator is less than 50% of the negotiated level, this measure will "fail" the proposed threshold outlined in Section 677.190(d)(2) of the WIOA regulations. Sanctions based on performance failure will be applied only after all indicators have at least 2 years of complete data, not including Program Year 2016. The State intends to issue State policy regarding local area performance failure by the end of the second quarter in PY2016. Sanctions based on performance failure will be applied to local areas if two consecutive years a (after 2016), the local area fails to meet:
    - 90 percent of the overall local area program score for the same core program;
    - 90 percent of the overall local area indicator score for the same primary indicator; or

- 50 percent of the same indicator or score for the same program.

(B) Assessment of One-Stop Program Partner Programs
Alabama WIOA Partner Programs for Title 1-B Adult, Dislocated Worker and Youth Programs and Title III Wagner-Peyser activities will report quarterly to the State Workforce Development Board and the Board's Performance Accountability Committee. These quarterly reports will compare planned performance goals vs. actual performance. The Performance Committee will assess actual performance against planned goals for these partners and ask the Title I and/or Title II entities to submit corrective actions as needed to address any performance issue. The Performance Committee will then make recommendation to the full Board at six months and nine months into the program year. Local Area Board Chairs and signatory officials will also be provided quarterly reports for Title I and Title III partner services and any State Board recommendations regarding suggested corrective action.

Title Adult Education and Title IV Rehabilitation services partners will report actual performance measures to the Boards' Performance Committee at six months and nine months into the program year. The Performance Committee will then make any recommendations to the full Board prior to the beginning of the next full program year.

Combined Plan non-core program partners will provide performance reports prior to the beginning of the next full program year and will be asked to address any corrective actions as needed to the full Board.

(C) Previous Assessment Results
The State Workforce Development Board Innovation and Performance Accountability Committee will adopt policies and procedures to review performance and assessments for 2020 and 2021. The review process will include recommendations to improve or enhance performance outcomes at the regional and local levels.

(D) Evaluation
On an annual basis, the required partners in each local workforce area will work with the Commerce - Workforce Development Division to reach agreed upon levels of performance that apply to Focus Area 1 and with the Commerce - Workforce Development Division to reach agreed upon continuous improvement goals that apply to Focus Area 3.

The chair of the local board shall be copied on all local plan quarterly and annual reports provided to Commerce - Workforce Development Division so that the Commerce - Workforce Development Division can maintain data on an ongoing basis. At the request of a local board, when it engages in the certification process for the One-Stop Career Centers and the One-Stop delivery system, the Commerce - Workforce Development Division will provide to the local board a summary of the performance data that has been provided to the Commerce - Workforce Development Division on

the above criteria. The state agencies of required partners shall forward quarterly or annual reports to the Commerce - Workforce Development Division so that data on partner programs can be maintained and shared with local boards during the assessment process. Local boards should contact Commerce - Workforce Development Division to obtain information on WIOA performance measurements.

Local boards are responsible for assessing the One-Stop Career Centers and the One-Stop delivery system with these criteria and submitting a record of the assessment and certification determination to Commerce - Workforce Development Division within 10 days of completing the certification determination. Local boards are required to have policies and procedures in place for assessing the One-Stop Career Centers and the One-Stop delivery system.

The policies and procedures: -Must include the criteria outlined; -May include additional criteria beyond the items outlined by state policy; -Must be submitted to the Commerce, Workforce Development Division for review prior to approval by the local board; -Will be incorporated into the compliance review procedures conducted by the State Program Integrity Unit.

5. Distribution of Funds for Core Programs

(A) For Title I programs

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),
The State of Alabama will apply the "alternate" Section 128(b)(3)(B) Youth allocation formula to sub-state allocations. The "alternate" procedures seem an effective means to ensuring the available WIOA employment and training funds are appropriately better channeled to urban areas. The "alternate" Youth formula applies seventy percent (70 percent) weights to the basic Section 128(b)(2) local area statutory formula. The remaining weights, i.e. thirty percent (30 percent) are comprised of local area "excess poverty" and "unemployment above the State average."

The excess poverty "alternate" allocation component is derived from the most recent available American Community Survey (ACS) and the most current Alabama CPS population data. The State applies "above 7.5 percent of the population" to capture the "excess poverty" for WIOA Youth "alternate" allocation formula components.

The WIOA alternate formula "Unemployment above State average" component is calculated in much the same way as the WIOA formula "excess unemployment" component. The difference is the WIOA formula defines "excess unemployment" as that above 4.5 percent of the labor force; "unemployment above the State average" is that unemployment above the Alabama average, i.e., 3.1 percent of the labor force.

The two above “alternate” 30 percent formula elements are pooled, resulting in a single Poverty/Unemployment index for each county/allocation entity. In order that a greater share of available WIOA resources might be directed toward the easing of local conditions of poverty, a 75 percent weight is assigned to the poverty factor in this pooling, and a 25 percent weight is assigned to the unemployment factor. The structure of the “alternate” formulas and its greater focus on the incidence of local area conditions of poverty should help lessen the adverse effects of any year-to-year WIOA funding changes which may occur. Youth funds distributed to the local workforce development areas are guaranteed to be no less than 90% of the average allocation percentage for each local workforce development area’s prior two years.

ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),
The State of Alabama will apply the “alternate” Section 133(b)(3)(B) Adult allocation formula to sub-state allocations. The “alternate” procedures seem an effective means to ensuring the available WIOA employment and training funds are appropriately better channeled to urban areas. The “alternate” Adult formulas apply 70 percent weights to the basic Section 133(b)(2)(A) local area statutory formula. The remaining weights, i.e. 30 percent are comprised of local area “excess poverty” and “unemployment above the State average.

The excess poverty “alternate” allocation component is derived from the most recent available American Community Survey (ACS) and the most current Alabama CPS population data. The State applies “above 7.5 percent of population” to capture the “excess poverty” for WIOA Adult “alternate” allocation formula components.

The WIOA “alternate formula “Unemployment above State average” component is calculated in much the same way as the WIOA formula “excess unemployment” component. The difference is the WIOA formula defines “excess unemployment” as that above 4. 5 percent of the labor force; “unemployment above the State average is that unemployment above the Alabama average, i.e., 3.1 percent of the labor force.

The two above “alternate” 30 percent formula elements are pooled, resulting in a single Poverty/Unemployment index for each county/allocation entity. In order that a greater share of available WIOA resources might be directed toward the easing of local conditions of poverty, a seventy-five percent (75percent) weight is assigned to the poverty factor in this pooling, and a twenty-five percent (25percent) weight is assigned to the unemployment factor. The structure of the “alternate” formulas and its greater focus on the incidence of local area conditions of poverty should help lessen the adverse effects of any year-to-year WIOA funding changes which may occur. Adult funds distributed to the local workforce development areas are guaranteed to be no less than 90% of the average allocation percentage for each local workforce development areas prior two years.

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

Dislocated Worker funds annually allotted to the state are formula allocated among the local areas. This allocation is accomplished using the six-part formula prescribed in Section 133(b)(2)(B)(ii).

Table: Dislocated Worker Allocation Formula Weights		
Allocation Factor	Weight Assigned in Formula	Data Source(s) and Time
Average Monthly U.I. Beneficiaries ("Insured Unemployment Data")	19%	Alabama Department of Labor/ Labor Market Information – Updated Annually
Excess Unemployment ("Unemployment Concentrations")	19%	Alabama Department of Labor/ Labor Market Information - Updated Annually
Estimated Layoffs ("Plant Closing/Mass Layoff Data")	19%	Alabama Department of Labor/ Labor Market Information - Updated Annually
Jobs Lost (All Industries) ("Declining Industries")	19%	Alabama Department of Labor/ Labor Market Information - Updated Annually
Farm Operators Change ("Farmer-Rancher Economic Hardship")	5%	2017 & 2012 Census of U.S. Agriculture- Updated every five years
Unemployment Compensation Exhaustees ("Long-Term Unemployment Data")	19%	Alabama Department of Labor/ Labor Market Information - Updated Annually

Dislocated Worker funds distributed to the local workforce development areas are guaranteed to be no less than 90% of the average allocation percentage for each local workforce development area's prior two years. Draft allocation policies and methods, along with the funds allocation information, are presented to the Board for review, comment, and approval on an annual basis. The staff who perform the calculations are always available to respond to questions. Questions regarding these processes have been asked and answered at State Board meetings. Local areas are notified of the outcomes in terms of funding, as well as the procedures for the allocations. Local elected officials are provided drafts of allocation policies and are asked for their review and comment. This assures that time is allowed for comments prior to the time the directive is published as policy.

(B) For Title II:

i. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

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The Alabama Community College System (ACCS), Adult Education Division will implement a new competitive application process for all federal AEFLA funding to determine the eligible providers that will be awarded funds starting July 1, 2021. This process will apply to applications for all funds (231, 225, and 243). The review of the applications will include rating responses to the 13 considerations in Title II of WIOA.

The following is a proposed timeline for the 2021 competition:

- February 12, 2021: ACCS Adult Education (ACCS/AE) Division will release a three-year federal AEFLA Request for Funding Proposals (RFP) aligned with the priorities in the approved State Combined Plan.
- February–March 2021: ACCS/AE Division will provide Request for Funding Proposal Bidders Conference Webinar. (recorded and on the website through April)
- February–March 2021: ACCS/AE Division will recruit candidates to review and score AEFLA grant applications.
- April 2, 2018: Due date for AEFLA grant applications.
- April 2–May 4, 2021: Review of RFP application by Local Workforce Development Boards and the Review Committee.
- May 4—May 18, 2021: ACCS/AE Division conducts a review and makes the final determination of approved applicants and funding awards.
- May 18, 2021: ACCS/AE Division will notify successful applicants
- July 1, 2021: AEFLA grant providers begin grant cycle, programming, and funding.

The Alabama Community College System (ACCS), Adult Education Division will allocate adult education funds to all competitively selected, eligible providers servicing the 67 counties of the state. The funds will be distributed by county through a needs-based funding formula. If a county is served by multiple competitively selected, eligible providers, the funds will be distributed based on the adjusted share of need within the provider's proposed service area. The funding formula will use the population in need for each county, based on the most recent U.S. Census Bureau's American Community Survey 5–year estimate. The population in need in a county is defined as 18 and older without a high school diploma or high school equivalency. The award period for the AEFLA funds will be for a three-year period. An award letter stating the funding amount based on need will be sent to each eligible provider selected through the competitive bid process. Each area of the state will be provided adequate coverage by ensuring direct services in each county. Providers will be required to collaborate with partners from the Career Centers and other social services, education, and employment-related supports in the area.

To determine organizations of demonstrated effectiveness, prospective providers will be required to provide data demonstrating their ability to improve skills of low-literate adults in the applicable academic areas related to the Request for Funding Proposal (RFP). Prior recipients will use data from the state data collection system, referred to as Alabama Adult Education System for Accountability and Performance (AAESAP), to show how they met state-assigned performance measures for all student levels, as well as for English language learners. New prospective providers will address within their proposal how they have been successful in providing educational and literacy services, including services to low-literacy level and English language learners. Each

application will be required to demonstrate its record of improving the knowledge and skills needed to transition successfully to postsecondary education, skills training, or employment. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness.

The proposal application will collect basic information regarding the eligible provider, including, but not limited to, location, service area, demographics served, fiscal management procedures, and audit history. Additionally, each applicant will be required to submit a proposed budget, as well as programmatic information regarding statutory requirements. Questions are based on the thirteen (13) considerations for Adult Education and Family Literacy Act of section 231(e).

The assessment of each grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area and to comply with the expectations and statutes described within the Workforce Innovation and Opportunity Act. At a minimum, the review process and scoring rubric will consider the following:

1. The ability of the eligible provider to meet the literacy needs and English language needs identified for the population in the area. Particular emphasis will be given to the provider's ability to provide targeted service to individuals with barriers to employment—including low literacy skills and an English language barrier.
2. The eligible provider's ability to provide service to individuals with a (physical or learning) disability.
3. The eligible provider's demonstrated effectiveness in providing literacy instruction, including its ability to meet State–adjusted levels of performance and improve the literacy levels of eligible individuals.
4. The eligible provider's alignment with the WIOA Local Plan.
5. The depth, intensity, and rigor of the programs and activities offered by the eligible provider. The proposed program must incorporate the basic tenets of reading instruction. Attention will be given to the extent to which the eligible provider incorporates stringent research in the grant proposal submission and the development of the literacy program itself.
6. The extent to which the eligible provider's program is based on intense research and best practices.
7. The extent to which the eligible provider demonstrates the effective use of technology for instruction, to include distance education, toward students' improved performance.
8. The eligible provider's demonstrated integration of contextualized instruction, to blend literacy skills, and preparation for transition to post-secondary education or entry into the workplace. Particular attention will be given to activities that promote and lead to economic self–sufficiency, and the ability to exercise the full rights of citizenship.
9. The qualifications and expertise of the eligible provider's instructors, counselors, and administrative staff. All instructors must hold (at minimum) a Bachelor's degree. The eligible provider must also demonstrate its ability and intent to provide high-quality professional development to instructors and staff, toward the improvement of student performance.

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10. The eligible provider's collaboration with other available education, training, and social service resources in the community. Particularly, the eligible provider should have or establish significant partnerships with public schools, post-secondary institutions, industry/business partners, and workforce boards.
11. The flexibility of program scheduling offered by the eligible provider, including coordination (when available) with Federal, State, and local support services such as childcare, transportation, and mental health services.
12. The eligible provider's information management system; the expectation will be that the eligible provider will use the state-administered designated Adult Education System for Accountability and Performance for all grant-related data collection and reporting.
13. The demonstrated need within the area occupied by the eligible provider for English language acquisition programs and civics education programs.

ii. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Alabama Community College System (ACCS), Adult Education Division, will hold a full and open competition consistent with the standards of CFR 200.319. All eligible agencies will be granted direct and equitable access to apply and compete for grants or contracts. The following steps will be initiated to ensure direct and equitable access:

- An announcement of the availability of federal funds, under the auspices of Title II of the Workforce Innovation Act of 2014, will be posted on the ACCS website and other means of available communication such as social media.
- The same announcement, grant, and application process will be used for all eligible providers in the state in sections 221, 225, 243 of the Workforce Innovation and Opportunity Act. Standard criteria for evaluation of local proposals will be used for all eligible providers. The application processes will be designed so that direct application to the State eligible agency is clearly evident, customary, and non-negotiable.
- A Request for Funding Proposal Bidder's Conference webinar is conducted to provide information to all eligible providers interested in applying. The specific date, time, and directions for accessing the webinar is part of the RFP package. The webinar will be recorded and placed on the website with the RFP guidelines, information, resources, application, and Frequently Asked Questions (FAQ).
- The announcement will contain information pertaining to:
    - Type of grants available
    - Contact person
    - Timeline with grant application due date included
    - Other pertinent WIOA required information

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(C) Title IV Vocational Rehabilitation

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

The Alabama Vocational Rehabilitation (VR) Program is a combined agency housed within the Alabama Department of Rehabilitation Services. Therefore, funds for services provided to individuals who are blind are from the same federal and state funds used for all individuals served. Internally, Blind and Deaf Services is a separate division from the General VR division and, each year, the amount of money allocated to the two divisions is based on the amount of funds needed for each program.

6. Program Data

(A) Data Alignment and Integration

(i) Since 2009 two of the core partners in Alabama used their information systems to exchange common data elements. The WIOA Title I agency, Alabama Department of Commerce, and the Wagner-Peyser agency, Alabama Department of Labor ran a nightly data extract that moved data from Alabama JobLink (AJL) to AlaWorks for the WIOA adult, dislocated worker and youth reporting elements. Also, the Alabama Department of Rehabilitation Services (ADRS) and the Alabama Department of Human Resources participated in a data warehouse provided by the Department of Commerce, known as the Interagency Electronic Linkage System (IELS). The IELS allowed these agencies to extract data already collected by the Alabama Career Centers on clients served by these respective agencies. In February 2019, a contract was signed by the Alabama Departments of Commerce and Labor to jointly fund a new integrated database case management system for Title I and III, Trade Act and Veterans' programs. This new system will also allow the other core partner agencies to give and receive data on common participants through an interagency agreement. The agencies are also working to include Department of Human Resources, SNAP and TANF programs into the system through an interagency agreement so that data can be shared. As March 2019, Joint Application Design sessions have been held with Geographic Solutions for agency staff to design, develop and implement the new case management system. The new system will be live and fully operational in March 2020.

This joint system will maximize efficiency simply by streamlining the intake process for individuals who are seeking Career Center services or simply looking for employment online at their leisure. The new system will provide a common needs assessment, online services, pre-application for individuals who need more individualized services to get employment and/or training. The pre-app will assist in determining the individual's eligibility for WIOA Title I programs and after the

individual has moved through the services, he/she will be included in all appropriate programs' performance and reporting.

The State has implemented a new integrated Virtual One-Stop case management system for WIOA Title I and III, Trade Act and Veterans' Programs. This new system has streamlined the intake process and has a common needs assessment for all programs. Individuals who move through the various programs and services will result in common performance and reporting. The Governor has plans to ultimately include SNAP and TANF in the integrated database system so that individuals will receive the most services possible to assist in attaining and retaining employment. This new system provides much more robust services to aid the individuals in need and will track all of the outcomes achieved by the individuals while enrolled.

(iii) The State Board and the Governor have been very instrumental in directing the core partners toward the new Virtual One-Stop system. Once the Request for Proposal (RFP) was developed and issued for the new system and the proposals were received, Governor Ivey and her staff assisted in making the final determination of vendor and the new system. The State Board has followed the implementation and progress of the new case management system closely to ensure the core partners have a stake in making it be the best possible system. The new case management system will also be the basis for the new ATLAS Longitudinal Data System that is to be developed by July 1, 2020. The Governor and the State Board envision using the new workforce case management system to launch a Career and College exploration tool for use by individuals from secondary school throughout their working career. The purpose of the system is to generate timely and accurate information about curriculum performance that can be used to improve the education system of the state and guide decision makers at all levels. The system will facilitate the enhancement of college and career ready students by presenting the collection and analysis of performance and workforce data. The new VOS Case Management system, which is completely integrated with Title I and III, Trade Act, and Veterans' programs, will collect and report all performance related reporting to the USDOL. This system will also have all data on common participants from partner agencies that administer Title II and Title IV of WIOA. The Core partners have interagency agreements in place to share common data elements to aid in performance reporting. These data sharing files are in the VOS system and are completely electronic and totally secure.

(B) Assessment of Participants' Post-Program Success

Alabama utilizes UI wage rewards to track participant success for WIOA Title I and Title III programs for entered employment, employment relation and median wage measures. Agreements for Title II, (Adult Education) and Title IV Vocational Rehabilitation participants tracking for these three measures will be affected in order to track measurable employment and wage activity.

For the measures relating "Evidential Attainment," "Measurable Skill Gains," and "Effectiveness in Serving Employers" the core partner agencies will utilize extensive call management through the Alabama Career Center System data on these measures.

The Career Centers offer follow-up services to individuals who have completed program services. With follow-up services, the Career Center staff contacts each individual through phone calls, social media, emails, in-person, or whatever method preferred by the participant. This allows the workforce system to retrieve feedback from the customer on services provided, training programs attended, deficiencies and successes.

(C) Use of Unemployment Insurance (UI) Wage Record Data

Alabama will continue to utilize quarterly State UI records wage data as well the Staten Wage Interchange System (SWIS) which facilitates the exchange of wage data among participating States in order to measure progress and performance accountability for State and local area performance measures. This wage data also assists in evaluating and accessing workforce and local labor market information. Currently, the Alabama Workforce Development Division has a data sharing agreement with the Alabama Department of Labor (State UI records) and with SWIS. These data sharing agreements are modified as necessary to reflect changes in staff and/or federal or state law. Safeguards are in place to ensure wage data stored for reporting purposes is deleted after ETA reports have been generated.

The Alabama Department of Labor's Unemployment Compensation Division will share specific bits of data as it relates to an individual's wage history in keeping with 20 CFR part 603 and the Alabama Unemployment Compensation Law, Code of Alabama 25-4-118 (d) "The director may, at his discretion, release information regarding employment, wages, wage rates, and unemployment to institutions of higher education of this state, or a federal governmental corporation upon payment of a reasonable cost therefore, for the purpose of making economic analyses; provided, that such institution or corporation agrees that information so obtained will not be published or released by it to any person or persons in such a manner as to permit the identification of any specific individual or employing unit." The bits of information that are provided will require the Department of Education to garner a release from each student and maintain a copy of such release in their file.

(D) Privacy Safeguards

Data collection and data analysis for decision-making and planning for Alabama's workforce development and education programs shall conform to privacy safeguards established in state and federal law.

7. Priority of Service for Veterans

In affiliation with the American Job Center (AJC) network, the Alabama Veterans' Services Program within the Alabama Career Center system shall offer comprehensive employment and career placement service to nearly 25,000 veterans a year through a combination of self- service Internet-based job services and direct assistance at AJCs throughout the state. The Alabama Job Link (AJL) system, as a point of entry for self-service registration, provides a priority service

notification to veterans and covered persons at the Alabama Joblink website. Veterans and persons entitled to priority services and training complete a universal application that includes features and questions designed to assist staff members in identifying them for priority services and training at the point of entry into the workforce development system. Veterans who can use AJL competently are encouraged to self-register and make maximum use of the automated access to resources. As a core service, career center specialists review applications and resumes submitted by veterans and covered persons who register for employment using self-service, to ensure that veterans' applications clearly state job objectives and show meaningful information with regards to work history, education and training. Because veterans' resumes are listed first in the search results and are annotated with an American flag, employers can quickly locate qualified veterans for job openings. To ensure that veterans receive priority in referral to job openings, the Alabama Job Link system provides 24- hour email alerts to veterans for any job listing that matches their resumes. The automated system to select qualified candidates for job openings is programmed to refer only qualified veterans in the first 24 hours of the listing, unless no qualified veterans are available. Priority service is also provided when veterans, or others eligible for priority, are identified at intake when registering for services at any AJC, or other service delivery points. Career center specialists will ensure that each veteran completing a full application will have properly recorded their skills, education, training, job or career interests, work experience, licenses or certifications, employment availability, contact information, and other vital information. Additionally, AJCs will use signage, graphics, and displays to inform veterans and Covered Persons of priority service (as described under Title 38 U.S.C. Chapter 42 and 20 CFR Part 1010) and as applicable to all US DOL-funded employment services and training. Moreover, local career center managers will develop outreach activities to locate Covered Persons under Veterans' Priority. Managers or designated representatives will review special reports generated by AJL for the purpose of identifying veterans and Covered Persons who may be contacted and made aware of their priority in services and training. Career Center managers will develop local service strategies and training goals for veterans and Covered Persons entitled to Veterans' Priority, in consultation with their partner agencies and training providers, to encourage maximum utilization of services and training by veterans and Covered Persons. All Alabama Workforce Development regions have implemented Veterans' Priority in the State WIOA and Wagner-Peyser Plan of Service. Disabled Veterans Outreach Program (DVOP) representatives and Local Veterans Employment Representatives (LVERs) shall complement Priority of Service provided by the AJC to veterans and Covered Persons, as mandated under Title 38 U.S.C., Chapter 41, and in accordance with the general and special provisions of the Jobs For Veterans State Grant (JVSG), and applicable regulations, policies, and directive guidance for JVSG from the Assistant Secretary, Veterans Employment and Training (ASVET), including Veterans Program Letters addressing DVOP-LVER Roles and Responsibilities. The Alabama strategy leverages improvements in technology to enable career center specialists to locate and review the resumes of veterans using on-line self-services for the purpose of offering helpful advice or suggestions on presenting their skills and abilities to prospective employers, because the AJL data system is designed to support employers searching for key words, then automatically flags the resumes of veterans and Covered Persons who are identified as qualified candidates within the

parameters entered by the employer. This advantage offers veterans and Covered Person a Priority in Service and enables an employer to contact them directly, with or without a referral through a posted job order. Targeting Services to Veterans with Significant Barriers to Employment (SBE): Alabama Career Centers in the statewide American Job center (AJC) network will provide comprehensive employment, training, and career placement services to nearly 25,000 veterans a year through a combination of Internet-based job services and personal assistance at Alabama Career Centers in the statewide AJC network. Alabama has more than 32,000 residents currently serving in the Armed Forces and of that nearly 13,000 in the National Guard and Reserve component. Alabama National Guard ranked fifth in numbers of troops deployed.

The Alabama Career Center system in the American Job Center network operates under the auspices of the Alabama Department of Labor, the state agency responsible for providing employment services and related services to veterans, and is authorized by the Governor to make application for funds to carry out the Jobs for Veterans State Grant (JVSG) to carry out the Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representative (LVER) program as mandated under Title 38 U.S.C. Chapter 41. The Alabama Job Link (AJL) enables veterans to use self-services, including registration. Upon entering the Career Center, these self-service Veterans will have an initial assessment performed by Wagner- Peyser staff. Alabama DVOP specialists prioritize their efforts with veterans who are facing significant barriers to employment (SBE) in securing employment, including veterans who appear to be having difficulty in using the Alabama Job Link (AJL) automated system. The assignment of DVOP specialists at specific Alabama Career Centers in the statewide American Job Center (AJC) network is based on a strategy to ensure veterans with SBEs are priority customers in the Alabama Workforce Development system. Although many veterans can and will use the internet-based self-registration and various self-service features, veterans with SBEs are provided intensive services. Veterans who enter the Alabama Workforce Development System at an AJC (Alabama Career Center), are served initially by career center specialists. For veterans who appear to have an SBE, career center specialists will offer additional services, to include referral to a DVOP who will provide intensive services and case management services to veterans having a Significant Barrier to Employment (SBE), as defined by Veterans Program Letter (VPL) 03-14, VPL 03-14 chg. 1&2 VPL 04-14 and any future VPLs providing guidance on SBEs:

1. All veterans enrolled in the Five-track Employment Program administered by the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment (VR&E) Service. As covered in a separate agreement with VR&E, a client determined to be “Job-Ready” by VR&E will be referred by a VR&E Employment Coordinator to the state’s Intensive Services Coordinator (ISC), who will refer the Job Ready VR&E client to an appropriate AJC manager for case management and job placement services.
2. A Special Disabled Veteran or Disabled Veteran, as those terms are defined in 38 U.S.C § 4211(1). Special Disabled and Disabled Veterans are those who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under

laws administered by the Secretary of Veterans' Affairs; or, were discharged or released from active duty because of a service connected disability.

3. Veterans in the categories above will be provided a comprehensive Assessment of Employability, addressing barriers to employment and a written Individual Employment Plan (IEP) outlining the individual's employability planning. Locating Priority Group Veterans: Veterans in priority groups will be located in the data system by developing special reports and search capabilities of the AJL system. Career Center/AJC staff members will outreach to veterans who may benefit from DVOP services. DVOPs will outreach to homeless shelters, community agencies that provide services to homeless individuals, and will participate in special events for disabled and homeless veterans, such as Homeless Veterans Stand Downs.

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

III. (B) (7) Addressing the Accessibility of the One-Stop Delivery System

Individuals who apply to, participate in, work for, or come into contact with programs and activities that receive financial assistance from DOL, or, under certain circumstances, from other Federal agencies or are otherwise part of the American Job Center delivery system. Section 188 prohibits discrimination on the grounds of race, color, religion, sex, national origin, age, disability, or political affiliation or belief, among other bases. [Section 188 of WIA, 29 U.S.C. § 2938; Section 188 of WIOA, 29 U.S.C. § 3248] Section 188 also requires that reasonable accommodations be provided to qualified individuals with disabilities in certain circumstances. On July 22, 2014, the President signed the Workforce Innovation and Opportunity Act (WIOA). In general, WIOA took effect in July 2015, and supersedes WIA. Section 188 of WIOA contains provisions identical to those in Section 188 of WIA.

In 2005, a team of persons with disabilities and others reviewed each Alabama Career Center for physical and programmatic accessibility using a survey checklist developed under Section 188 of WIA. A re-survey of Career Centers (including satellite centers) is being done in FY 2016 to check physical and programmatic accessibility of facilities, services, technology and materials using a DOL survey checklist developed under Section 188 of WIOA and a policy checklist. The surveys also measure compliance with Americans with Disabilities Act (ADA) requirements. This re-survey is being conducted by a team of persons with disabilities and others that includes assistive technology experts on deaf and blind needs. All of these surveys measure physical access from parking to entrances to where services are provided as well as accessibility of bathrooms, telephones, tables, and water fountains. Policies are also being evaluated to ensure that they do not exclude individuals with disabilities. Computers are being evaluated to ensure access for those with disabilities affecting hearing, vision, and manual dexterity.

At the completion of surveys of the Career Centers, a summary report will be compiled which will list all physical and programmatic barriers, if any, and suggested strategies to remove those barriers. New policies to ensure access may also be suggested. Responsibility for implementation of barrier removal strategies will be divided between the one-stop delivery system partners. Staff training may be developed where necessary to ensure that they have the knowledge, sensitivity, and awareness to address the needs of individuals with disabilities.

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.

Needs of English Language Learners at Alabama's One-Stop centers are met in a variety of ways, depending on the individual client's needs. One-Stop centers are equipped with computers and software that translates documents from English into a variety of languages. Staff training will include methods for obtaining translators, use of language translation software, and procedures for securing assistance from partner and outside agencies for clients who are English Language Learners (ELLs). The non-English speaking and limited-English proficient population in Alabama is growing rapidly. All public-school systems and Alabama's community colleges comply with all federal guidelines in serving ELLs and have many resources that can be accessed by the One-Stop centers and WIOA partner programs to meet the needs of ELLs who need workforce training or related services.

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IV. COORDINATION WITH STATE PLAN PROGRAMS

Coordinated planning for all Alabama core and partner programs will be centered in the Alabama Department of Commerce. The WIOA staff resources have recently been placed within the Alabama Department of Commerce in a newly created Commerce Workforce Division. The Alabama Department of Commerce is the entity responsible for the economic development strategies for the state. By this new alignment, it is the specific job duty of the Deputy Secretary of Commerce Workforce Development Division to make sure the WIOA program is coordinated with the economic development strategies. Regional Workforce Councils in the workforce regions of the state are also, the responsibility of the Department of Commerce will serve as the foundational information gathering entities that provide data and recommendations to the Alabama Workforce Board. The Workforce Board quarterly meetings and the meetings of its committees will bring forward needs, recommendations, data analysis, and initiatives to improve workforce development and to meet the needs of Alabama's current and emerging industries. The Partners Team is defined as the Alabama Team that attended the "National Convening" in Washington a few months ago. This team developed the original Alabama Combined Plan and continues to work as a team to edit and expand the Combined Plan to resolve the identified conditions received from USDOL. This team represents the working group of several Cabinet level Secretaries, Commissioners and Directors that have directed the team to align, leverage, coordinate and lead the Combined Plan. The Governor, through these Cabinet members has directed the agency coordination. The Partners Team will formally plan and set up coordination strategies that will be disseminated to all the Career Centers and Career Center staff to ensure all plans and actions that guarantee citizen success is placed into action. Basically, the partnership team sets the policies and the Career.

State Workforce Development Board Policies for Enhanced WIOA Services

1. The core and partner agency staff will be cross-trained on all publicly funded workforce development programs to create individualized education and employment training plan (IEP) for all students and a no wrong door entry.

2. Each person entering into the workforce system should be given a comprehensive needs assessment and an individualized education and employment plan (IEP).

3. The State Workforce Development Board will allow the Alabama Department of Human Resources staff and the Alabama Community College staff to pre-certify individuals as WIOA eligible. The Local Area Board and Career Center staff would then verify eligibility. (This will speed up the process at the Local Career Center.)

4. All set-aside funds reserved for marketing from WIOA Title I and Title III and other state agencies will be used to market the AlabamaWorks! Brand to expand the scale, scope, and reach of our unified marketing campaign.

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5. To establish a human capital development fund with state reimbursements from the SNAP 50-50 program to support funding for childcare, transportation, and housing for career pathway participants.

6. Amend the WIOA credential policy to reflect the Alabama Committee on Credentialing and Career Pathways (ACCCP) process of vetting non-degree credentials of value. Once the ACCCP has developed the customized credential for each of the 16 career clusters to replace the RtW Alabama Certified Worker Credential, recommend inclusion in the countable credentials for WIOA.

7. Set a statewide policy establishing a universal priority of service threshold maximum limit of 150 percent of the Lower Living Standard Income Level (LLSIL) for WIOA Title 1 eligibility. This will supercede the local flexibility of each area.

8. A. Amend the statewide policy governing local area non-performance to reflect the timeframe and sanctions that maybe imposed. Each level of failure to perform by a local area results in an elevated level of sanction. As follows:

   4 quarters (1 full Program Year) of failing any 1 performance metric = mandatory technical assistance by the State

   6 quarters of continued failure = Mandatory Administrative and Program Oversight by the State

   8 quarters of continued failure = Funding sanctions and Reconstitute the Local Area Board

   B. Also, include a continuous improvement of at least 10 percent each year in the minimum number of participants served in the low income and target populations.

9. In addition to the two WIOA Effectiveness in Serving Employers performance measures already approved by the State Board, recommend a State-Specific approach. This approach will capture a percentage of each special population being served in each of the seven workforce regions.

   $$\frac{\text{Number of each special population served \& employed}}{\text{Number of eligible Alabamians belonging to each special population}}$$

   This measure would be designed to enhance employer access to skilled employees in tight labor markets by reducing the number of individuals on the sidelines who are not currently participating in the labor force.

10. Endorse the Special Population Groups targeted in the Success Plus Goal. (not all of these are WIOA specific groups)

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Adults with Aging Dependents
Caregiver
Displaced Homemaker
English Language Learners
Ex-offenders
Homeless individuals
Indians, Alaskan natives, Native Hawaiians
Individuals nearing TANF exhaustion
Individuals preparing for Non-traditional fields
Individuals with low levels of literacy
Individuals with substantial cultural barriers
Long-term unemployed
Low Income
Migrant & Seasonal Farmworkers
Older individuals
People with disabilities
Single parents
Unemployed or Underemployed
Youth aged out of foster care
Youth with parents on Active Duty Military

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V. COMMON ASSURANCES

The Unified or Combined State Plan must include assurances that—

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

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

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VI. PROGRAM SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

(a) General Requirements

(1) Regions and Local Workforce Development Areas

(A) Identify the regions and the local workforce development areas designated in the State.
Alabama for a number of years was divided into three local Workforce Investment Boards. The local WIBS included Mobile county, Jefferson county and the balance of 65 counties. While this may have made sense at the time these decisions were made, we have now designated seven (7) new or reconfigured Local Areas. These seven (7) Local Areas have been formed with consideration of the changing dynamic and continued growth among the business sectors within the state, to improve services to rural Alabama, and to ensure that all citizens are served effectively and appropriately with local input. The seven local areas are:

Region 1, North Alabama Works! (Lauderdale, Limestone, Madison, Jackson, Colbert, Lawrence, Morgan, Marshall, DeKalb, Frankline, Marion, Winston, and Cullman Counties)

Region 2, East Alabama Works! (Cherokee, Etowah, Calhoun, Cleburne, Talladega, Clay, and Randolph Counties)

Region 3, West Alabama Works! (Lamar, Fayette, Pickens, Tuscaloosa, Bibb, Sumter, Greene, Hale, and Marengo Counties)

Region 4, Central Alabama Partnership for Training and Employment (Walker, Blount, Jefferson, St. Clair, Shelby, and Chilton Counties)

Region 5, Central Alabama Works! (Perry, Coosa, Tallapoosa, Chambers, Dallas, Autauga, Elmore, Macon, Lee, Lowndes, Montgomery, Bullock, and Russell Counties)

Region 6, Southeast Alabama Works! (Butler, Crenshaw, Pike, Barbour, Covington, Coffee, Dale, Henry, Geneva, Houston Counties)

Region 7, Southwest Alabama Partnership for Training and Employment (Choctaw, Clarke, Wilcox, Washington, Monroe, Conecuh, Mobile, Baldwin, and Escambia Counties)

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(B) The Department of Commerce has for many years worked directly with practically every business and all the business sectors within the state. Commerce is involved with small business development, export/trade, film/entertainment, industry recruitment and workforce training in all 67 counties. Commerce is involved with large municipalities and very rural communities statewide to include county commissions, city councils and mayors. Whether it is business leaders or community leaders and they are sending a very clear message, the current three local area designations are not working and citizens are not being served adequately. These leaders have been quoted as saying we do not know how to access WIOA to assist our local citizens.

The Governor appointed a business led, CEO level Workforce Council two years ago and they have made many recommendations. This group of business professionals represent all areas of the state and are a cross section of health care, manufacturing, banking, construction and government leaders and in their very first set of recommendations made in January of 2015 they recommended reviewing and changing the current WIOA (WIA at that time) Workforce Boards to better and more effectively serve the citizens of Alabama. They recommended the Governor hire an outside independent third party vendor to survey state wide business leaders, employed workers, college students, unemployed workers and all potential stake holders related to the Alabama workforce and workforce programs. In 2015 companies from Orlando, Florida, The Ideas Group and an Alabama Company, Direct Communications were hired to perform this task over a several month period. As predicted the recommendation was made by these companies in their report to the Governor to implement "a strong network of effective empowered regional workforce regions who should own the central role in bridging business needs with a talent supply chain." In addition, the vendors recommended the Workforce System be driven by business and industry demand and criteria. In other words the decisions for workforce initiatives should be made locally and a 65 county local area of a 67 county state does not allow appropriate local representation or decision-making.

Governor's Workforce Innovation Directive PY2014-05 and PY2014-05, Change 1 (See appendix 2) provided local areas the process for submitting local area designation requests. The policy was posted on the Alabama WIOA agency's website for public comment. Change 1 to GWID PY2014-05 defined "performed successfully" as the local area met or exceeded the levels of performance the Governor negotiated with local Board and Chief Elected official, and the local area has not failed any individual measure for the last two (2) consecutive program years before the enactment of WIOA. Sustained fiscal integrity means the secretary nor the Governor has not made a formal determination during either the last two (2) consecutive years preceding the determination regarding such integrity, that neither the grant recipient no the administrative entity of the local area misspent funds under the Workforce Investment Act, Title 1 due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration. State WIA Reporting and Fiscal staff verified performance measures and fiscal integrity for each local area that submitted a request for initial designation.

(C) A local area that applies for local area designation under WIOA Section 106(b)(2) (initial designation) or Section 106(b)(3) (subsequent designation) and is not granted designation may submit an appeal to the State Workforce Development Board. The local area must file notice of intent to appeal and within ten (10) working days must submit their rebuttal package stating the grounds for the appeal and the reasons why the appellant should be initially designated. The rebuttal must be sent via certified mail to the Alabama Department of Commerce c/o State Workforce Development Board, Post Office Box 304106, Montgomery, Alabama 36130. The appellant may be asked to provide additional information and documentation. State WIOA staff will work in conjunction with the State Board to expedite the appeal and schedule a formal hearing before the Board. The goal for any appeal is to be resolved within 30 days of the filing of the appeal. If the appeal to the State Board does not result in designation, the appellant may request a review by the Secretary of Labor. (See appendix 2 GWID, PY2014-05, Change 01.)

Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

(D) State partner agencies responsible for the administration of Title I-B Adult, Dislocated Worker, Youth, Adult Education, and Rehabilitative Services have agreed to physically co-locate in all comprehensive one-stop career centers in each local area. The State is in the process of developing a WIOA policy to establish an appeals process related to determinations of infrastructure funding by the Partners. The appeals process will be incorporated in the State's WIOA one-stop certification policy.

(2) <u>Statewide Activities</u>

(A) Alabama WIOA statewide policies and guidance for the Statewide Workforce Development System are developed and officially issued to the local areas and core partner agencies as applicable by issuing Federal Department of Labor ETA policies (TEGL's, TEN's, etc.) via Governors Workforce Innovation Directives (GWIDs). State initiated GWID's are also issued to provide guidance from the WIOA statue and the WIOA implanting regulations issued on June 30, 2016. The Alabama Workforce Development Board (AWDB) will provided an opportunity to review state policies and guidance to the Workforce Development System beginning the second quarter of PY2016 to make recommendations and provide partner and business member input to required federal and state policies.

The GWID's are posted on the Alabama Department of Commerce's Workforce Development Division website section and at the time of posting to the website (http://madeinalabama.com/divisions/workforce-development/governors-workforce-innovation-directive/), an email is sent to local workforce development areas and to workforce partner agencies as well as to other workforce system personnel to notify them a new or revised policy has been

posted on the website. Policies cover all areas of compliance both fiscal and programmatic in compliance with the Act and final WIOA regulations.

State of Alabama general funds are allotted to the Alabama Department of Commerce's Workforce Development Division (Title I-B Administrative Entity). These funds are governed by State Legislation and expenditures are used to enhance programs and activities for capital improvements or equipment that promote literacy, adult education, public health and welfare and mental health. The uses of these funds governed under the code of Alabama 1975, Section 41-23-3.

(B) The State has an established and approved budget for the use of WIOA Governor's Set Aside funds. The required state level activities for oversight and monitoring, grant administration, reporting to the USDOL, incentive awards to local workforce development areas, pre apprenticeship project, etc. are included in the approved budget. Also, allowable activities such as incumbent worker training projects funded with Governor's Set Aside funds are included in the approved budget. The Title I-B administrative entity also provides funds for operational costs to include the costs for the driver/operator for the State's Mobile Career Center Vehicle (MCCV) with Governor's Set Aside funds as well as Rapid Response funds when the vehicle is being used for a Rapid Response related layoff event The State has administered a successful incumbent worker training program since 2001, which was funded with Workforce Investment Act, Governor's Set Aside funds. If necessary, the budget may be submitted to the State Workforce Development Board for approval of an amendment should other allowable statewide activities be considered for funding with WIOA Governor's Set Aside funds.

Rapid Response activities in Alabama are the responsibility of the Workforce Development Division of the Alabama Department of Commerce. Rapid Response staff responds to WARN and non-WARN events immediately upon notification of pending layoffs or business closures. Rapid Response staff will contact the designated contact person for the company or business to provide an overview of services and material available to the affected employees. If the affected employees are part of a union, a representative of the AFL/CIO Labor Institute for Training (LIFT) is also included in the meetings. Once Group Employee Meetings (GEM) dates are established, the Rapid Response Unit immediately notifies the local Career Center, UI, Community Based assistance agencies and others that can provide support and information to the affected workers.

The State has a newly established "layoff aversion team," whose purpose is to provide assistance to "at-risk" companies should those companies contact the team prior to it being too late to avoid layoffs. The purpose of this team, which is composed of staff from several workforce partner agencies, is "lay-off aversion." Each agency funds its own staff members for this team, so there's no additional cost to the WIOA Title I-B administrative entity. One example of assistance might be incumbent worker training, if that is determined (by the team and the employer being assisted) to be the best route to avoid layoffs.

(C) The Alabama Dislocated Worker Unit, Rapid Response section is part of a State Level team that initially will meet to discuss assistance to any area of the state designated as a national disaster area. The Department of Commerce's Workforce Development Division provides the Governor's Office with information regarding available Rapid Response resources. State partnerships then includes the Alabama Emergency Management Agency (AEMA) to provide the initial links for communication to FEMA as well as county level emergency management personnel. Rapid Response staff members also coordinate with the Alabama Department of Labor's Career Centers to ensure State and local partnerships coordinate services to employers and workers affected by natural disasters.

The Rapid Response activities and coordination of services to be provided are the Governor's initial part of Emergency Response Task Force to ensure information can and will be provided with agencies and contacts that will assist in meeting the needs of impacted individuals through the various agencies.

(D) Early intervention for possible TAA-eligible workers is provided by the State Rapid Response Unit assisted by local Career Center staff that, together, comprise the Rapid Response team. Customers attending Rapid Response General Employee Meetings are provided a general outline of available TAA services and instructed to report to their local Career Center upon receipt of their TAA eligibility notice. Available to assist in early interventions efforts are the Mobile Career Center Vehicle (MCCV) providing internet access to areas removed from Career Centers and ten (10) Portable One-Stops each offering ten (10) PCs with internet access.

(b) <u>Adult and Dislocated Worker Program Requirements</u>

(1) <u>Work-Based Training Models</u>

Governor's set aside funds are utilized to assist in funding a position in the State AFL/CIO office to assist in facilitating a registered apprenticeship program being added to the State's Eligible Training Provider List (ETPL). The State Workforce Development Board will also strongly encourage local workforce development areas to set aside a dedicated sum of local Title I-B funds for Registered Apprenticeship training slots. (see III.a.2.H) Alabama utilizes the Incumbent Worker Training Program (IWTP) with WIOA state set aside funds as authorized in section 134(a)(A)(i). The IWTP is designed to provide skills training upgrade to full time, permanent workers. The training must be a business necessity that will enhance companies' ability to compete in global economies, expand present markets and help ensure the permanency of businesses in the state. For the workers, the training will upgrade present work skills, heighten job security and increase the possibilities of higher wages and promotional opportunities. Local Workforce Development Areas/Boards are also highly encouraged to utilize a portion of their funds for work-based training models through on-the-job training, transitional jobs, work experience and customized training.

(2) <u>Registered Apprenticeship</u>

The Alabama Department of Commerce, in the 2019 Regular Session of the Legislature, was directed to develop a robust apprenticeship program for the state and include a state income tax credit for eligible Alabama employers. The intent is for Commerce to develop along with the USDOL Apprenticeship a new apprenticeship model that will be inclusive and appealing not only to manufacturing but four other sectors to include health care, information technology, construction and logistics/transportation. The legislature wants a specific focus on small business and minority owned business. The newly forming section within the Workforce Division of Commerce will be known as Alabama Office of Apprenticeship. The staff will rely on USDOL program requirements for all new apprenticeships as the tax credit will apply only to registered apprenticeships and the staff will work closely with the Alabama Department of Revenue for the income tax credit. State apprenticeship staff will work closely with Alabama companies to develop an apprenticeship, with eligible training providers for required instruction and with individual apprentices as they seek more skills. Alabama staff will work closely with Alabama companies to develop an apprenticeship, with eligible training providers for required instruction and with individual apprentices as they seek more skills. As the Apprenticeship Alabama staff and the WIOA state staff are located within the Alabama Department of Commerce and both sections report directly to the Deputy Secretary of Workforce programs there is a built-in alignment, which was the actual goal of the Governor and Legislative Leadership. Included in the apprenticeship legislation is a directive for the Deputy Secretary of Commerce to work closely with the Chancellor of the Community College System in develop the rules and apprenticeship process. The development is underway, and the Community College System and Department of Commerce are jointly developing the rules, process and program. The ACCS has an ever-expanding Work Based Learning initiative in both non-credit and CTE credit programs. This is targeting ALL populations. As part of our Work Based Learning strategy, we currently have registered apprenticeships, nonregistered apprenticeships, Cooperative learning, clinicals and preceptorships. We are in the process of redesigning CTE programs to ensure Work Based Learning is an integral part in any new CTE program submitted that is a key component of the program. We will be working to transition the current Work Based Learning programs into registered apprenticeships. ACCS is in discussion with the US Department of Labor, Office of Apprenticeship in becoming a Registered Apprenticeship College Consortium (RACC) as a state-wide system. We anticipate implementation in the fall of 2016. In support of these strategic and initiatives to incorporate Registered Apprenticeship into Alabama's WIOA strategy and services and to expand registered apprenticeship opportunities to Alabama's communities, business, and constituents served by the state and the business sector, the Alabama Department of Commerce-Workforce Development Division under the leadership of the Deputy Secretary of Commerce has engaged with leaders from Governor's Office, ADOL, ALSDE (K-12), ACCS, Veterans Affairs, Related Labor Organizations, Industry Associations, Chambers of Commerce, Economic Development, other Apprenticeship Training Organization in the implementation ApprenticeshipUSA State Accelerator Grant. The key component of this accelerator grant opportunity is the completion of the ApprenticeshipUSA State Accelerator Grant Action Planning Tool. The Strong collaboration between the partnering agencies in the completion of the self-

assessment tool has yielded a strategic path forward to expand statewide apprenticeship opportunities by utilizing and leveraging WIOA Tile I, II, and, III resources. In addition, the ApprenticeshipUSA State Accelerator Grant Action Planning Tool is being used to design and develop a USDOL ApprenticeshipUSA Expansion Grant. These two critical planning initiatives along with the partnerships from the Governor's Office, ADOL, ALSDE (K-12), ACCS, Veterans Affairs, Related Labor Organizations, Industry Associations, Chambers of Commerce, Economic Development, other Apprenticeship Training Organizations will incorporate Registered Apprenticeship into Alabama's state WIOA strategy and services. The WIOA state apprenticeship goals, strategy, and services are in direct alignment with the USDOL Department's goals for ApprenticeshipUSA State Expansion The following are the three priorities: . 1) To advance the State's Registered Apprenticeship as a workforce development strategy and post- secondary education career pathway that will expand and create, adaptable, and highly skilled workforce. 2) To integrate, Statewide apprenticeship strategies and increase Alabama's capacity to engage industry and meet the demand for new programs in both traditional and non-traditional industries such as IT, Healthcare, Advanced Manufacturing, Building Trades, Cybersecurity, and Business Services. 3) To advance the State's innovations to significantly increase apprenticeship opportunities for all Alabama's workers, particularly low-income individuals and underrepresented populations in apprenticeship including youth, women, communities of color, Native Americans, and persons with disabilities, and take steps to facilitate their successful completion of apprenticeship programs. By designing, developing, and implementing the Alabama Department of Commerce - Workforce Development Division Apprenticeship Alabama State Expansion initiative, the Department is helping the business and community stakeholders to bring together the right partners to strengthen Alabama's apprenticeship systems under the WIOA State Plan for the State of Alabama.

(3) The Alabama Department of Commerce's Workforce Development Division issued Governor's Workforce Innovation Directive Number PY2015-03, Workforce Innovation and Opportunity Act Eligible Training Provider Policy on September 11, 2015 (See Appendix 2). This policy described the process and procedures required by local workforce development areas and interested training providers to apply for and maintain eligibility on Alabama's WIOA Eligible Training Provider List (ETPL).

Registered Apprenticeship programs need only submit a letter requesting to be included on the ETPL with information about occupations included, name and address of program sponsor, location of related instruction and method and length of instruction. Apprenticeship sponsors will not be required to meet the State's minimum performance goals and will be granted automatic approval to the list.

(4) As mentioned in other sections, Alabama's approach to economic and workforce development begins with a base principle to ensure that all populations, especially the basic skill deficient, economically disadvantaged, physically, mentally, and verbally challenged participants are provided

the services to assist in attaining gainful employment. The Career Centers partners and the regional workforce development boards must put together local plans based on the requirements outlined in WIOA for each core partner and allowable additional partners. WIOA specifies that services for adults will be provided through One-Stop Career Centers. Service such as career guidance and workforce information may also be provided virtually. WIOA authorizes two types of service that are potentially available to job seekers:

1. Career Services - includes outreach, job search and placement assistance, provision of labor market information, comprehensive assessments, development of individual employment plans, counseling and career planning, and other services specified in Section 134(c)(2)(A).

2. Training Services - includes Occupational Skills Training, One-the-Job Training activities, Customized, Training, Individual Training Accounts, and other training services specified in Section 134(c)(3)(D).

Priority for both career and training services must be given recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in accordance with the federal requirement.

The Alabama Workforce Development System will provide priority of services to veterans and eligible spouses, as specified in the Jobs for Veterans Act and its implementing regulations at 20CFR Part 101. When Veterans Priority is applied in conjunction with Priority of Services for WIOA Adult Program Participants, veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, and individuals who are basic skill deficient will receive first priority. The second priority would be recipients of public assistance, other low-income individuals and individuals who are basic skills deficient who are not veterans or eligible spouses. Local Workforce Development Boards are required to develop and include in their local plan, policies that implement Priority of Services for WIOA Adult Program Participants for the One Stop Center and service delivery plan for the local training providers. The State Program Integrity Section is tasked with monitoring the LWDAs to ensure that Priority of Services policies are established and approved by local boards, as well as sample testing participant files for adherence to stated policies. The State Program Integrity Section will monitor each local area on an annual basis and conduct extensive reviews of local area policies and conduct sample testing of participant files to ensure LWDAs adhere to their respective policies, as well operate within compliance of WIOA regulations for Priority of Service and regulations for Jobs for Veterans. A description of how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient is provided in the Governor's Workforce Innovation Directive (GWID) PY 2016-01, located on the Department's website at Department of Commerce Made In Alabama website. (http://www.madeinalabama.com/divisions/workforce-development/governors-workforce-innovation-directive/.)

(5) Local Workforce Development Areas must submit a plan modification request to transfer funds between adult and dislocated worker programs. Once funds are transferred from one funding stream to another, the program eligibility and activity requirements transfer to the new program. However, the funding allocation must be tracked separately in the financial system and reported as if it retained its original identity.

Up to 100 percent of the funds allocated to the local area for Adult and Dislocated Workers may be transferred between adult employment and training activities and dislocated worker employment and training activities per WIOA Section 133(b)(4) and the WIOA's Implementing Regulations at 20 CFR 683.130. Transfer requests must be accompanied by appropriate justification, clearly indicating why the request is being made and how granting the request will benefit local area delivery of workforce development services. At a minimum, the rationale for the transfer should address: 1) the situation necessitating the transfer, including local conditions (labor market, economic, etc.) contributing to the need for the transfer request; 2) how the funds transfer will impact the participant levels in both programs; 3) the transfer's effect on current providers of training and other services; and 4) a description of the expected impact on WIOA performance outcomes for both funding streams.

The fund transfer may be approved by the Governor, provided that: 1) the transfer will not adversely impact an area's capacity to adequately provide appropriate services to individuals in need of such services provided by the program subject to reduced funding; 2) the transfer should also not adversely impact the area's ability to achieve program performance measures established for the current or subsequent years; 3) the local area will expend, at a minimum, 80 percent of all funds budgeted to the receiving funding stream by the end of the program year.

(c) Youth Program Requirements

(1) Alabama’s WIOA youth program activities are administered by the seven (7) local workforce development areas / boards. Policy guidance (Governor’s Workforce Innovation Directive PY2015-09) was issued on January 21, 2016 to the local workforce areas that delineated State-developed criteria to be used by local boards in awarding grants (contracts) for WIOA youth workforce programs and activities. Local Workforce Development Areas (LWDAs) will follow the procurement procedures established within their area to ensure proper competition and transparency as required by WIOA Section 123(a). Each local area is offered the opportunity providers of youth services that effectively address the needs of eligible youth.

The local areas / boards, per the policy Directive, are required to consider funding youth providers based on program cost data provided by potential providers and based on criteria that may include those youth providers and activities that:

- Develop relationships between youth and caring adults
- Involve family members

- Develop youth citizenship and leadership skills
- Provide appropriate services based on age and needs of each youth
- Demonstrate involvement of the business/employer community
- Demonstrate prior successes in providing employment and training services to youth, both basic skills and occupational skills
- Demonstrate the connection between work and learning

In addition, each Local Area/LWDB must use the following criteria in awarding contracts for youth services:

1. Ability to measure and attain youth-related core performance levels; participant and employer (customer) satisfaction levels (Note: the State calculates and tracks official standards and performance.)
2. Coordination with local secondary and post-secondary institutions; 3. Prior experience working with disadvantaged, special populations, and in operating education, training, and employment programs;
3. Leveraging funds with other funding sources;
4. Fiscal accountability; and
5. Program design that includes the following components: a. An objective assessment for each participant; b. Individual Service Strategies (ISS); and c. Services that prepare youth for post-secondary education opportunities, link academic and occupational learning, prepare youth for employment, and provide connections to intermediary organizations linked to the job market and employers.

WIOA has established core performance indicators to ensure that Federal investments in employment and training programs are accountable to job seekers, employers, customers, and taxpayers. This is a renewed system, which will ensure access for all individuals, of every skill level, the opportunity to pursue the skills, training, and education they need to obtain employment that will lead to financial stability and economic security for themselves and their families. Employers will also have the assurance that trained and qualified workers will be available to fill their current and future openings. Specifically related to this Youth Policy are the Youth Measures and Descriptions.

(2) The WIOA requirement that increases the minimum out-of-school youth (OSY) expenditure rate to 75 percent signifies a much greater focus on both funds and resources on the OSY population. Early in Alabama's WIOA implementation process representatives from state level core and optional one-stop partner focused on reviewing requirements for aligning program services and activities. Guidance and recommendations will continue to be developed and should be completed and issued to Local Workforce Areas by the end of 2016.

The State Workforce Development Board supports cost-efficient, collaborative efforts that result in comprehensive and innovative services that lead youth to academic improvement, high school

graduation or High School Equivalency attainment, employment, military services, advanced or apprenticeship training, paid and unpaid internships, and/or post-secondary education. Local programs must link academic and occupational learning and develop measures of successful outcomes. Effective programs require the involvement of local groups providing input on the proposed program design and coordinating the delivery of the youth services with local employers, One-Stop Career Centers and other youth services already available in the community.

Local programs have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy. Critical to the success is integrating a youth development strategy that focuses on a young person's assets, provides a variety of interventions and supports allowing the youth to grow, learn and mature—successfully transitioning to careers and productive adulthood. Youth development activities include leadership development opportunities that encourage responsibility, employability, and other positive social behaviors. It is expected that each youth will participate in more than one of the fourteen program elements required as part of any local youth program. The overall goal of the youth program is to help youth complete a high school diploma or equivalent and to prepare for a career pathway that will transition into skilled employment and/or postsecondary education.
In Alabama, the workforce system will expand education, training, and employment services to youth and adults with disabilities by using a career pathway framework to increase opportunities. Alabama Department of Rehabilitation Services (ADRS) and the ACCS Adult Education program partners on serving individuals with disabilities that lack the basic academic skills and soft "essential" skills to be successful in postsecondary education and employment. The services include eligible services outlined under section 202 of the Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and the support services that are offered by ADRS under section 414 (Vocational Rehabilitation Services) of WIOA.

Alabama will use multiple strategies to achieve improved outcomes for out of school youth as described in 129(2)(1)(B). These strategies will include all of the combined partners, especially Title II and Title IV being inclusive in their deliver models. The integrated Education and Training opportunities that will be offered through the Alabama Community College System adult education and technical education programs will emphasize braided funding and support services for continued success. All Out of School Youth will follow the eligibility and performance requirements as outlined in WIOA.

The State is implementing a WIOA Common Intake and Reporting System that will capture demographic participant information for the four core programs and additional partners as requested. The system will align accountability measures and generate automatic referrals among the programs. The system is under development and will have a target date of 2017 for full implementation.

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Currently each partner has their own accountability and performance systems for tracking client information and generating reports and referrals. Memorandums of Understanding are in place to allow for data matching of participants to collect the required common measure and partner specific information for accountability.

Using a no wrong door policy, all participants will develop an individualized plan which will entail an optimum blend of services and funding to achieve their objectives. The plan will guide a participant to a pathway built to meet his/her needs and integrate multiple programs and services in a seamless and effective manner.

This model is an integrated compilation of programs and services intended to develop basic academic, technical and employability skills; provide continuous education, training, and work supports that lead to high-demand jobs in targeted sector areas in the local region.

(3) The criteria to solicit competitive proposals (per WIOA Section 123(a)) for the operation of Workforce Innovation and Opportunity Act (WIOA) Title I, Public Law 113-128 youth purposes and activities, will ensure that Youth Programs are competitively procured and solicited for comprehensive year-round Youth Programs for out-of-school youth between the ages 16-24, and in-school youth between the ages of 14 and 21. Local Areas' youth program design must offer a unique opportunity to provide a creative and innovative mix of services designed to address the academic, vocational, and employment needs of at-risk youth.

Targeted activities include:

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

2. Alternative secondary school services, or dropout recovery services, as appropriate;

3. Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
a. summer employment opportunities and other employment opportunities available throughout the school year; b. pre-apprenticeship programs; c. internships and job shadowing; and d. on-the-job training opportunities;

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, if the local board determines that the programs meet the quality criteria described in WIOA Section 123;

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

6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

7. Supportive services;

8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;

11. Financial literacy education;

12. Entrepreneurial skills training;

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; and

14. Activities that help youth prepare for and transition to postsecondary education and training.

The State's Program Integrity Section (monitors) will provide technical assistance and monitor to ensure that local area policies and procedures meet the requirement delineated in WIOA Section 129(c)(2).

(4) Alabama's state policy definition for someone who "requires additional assistance to complete and educational program or to secure and hold employment" is a low income individual who is (1) Indian, Alaska Native, or Hawaiian Native; (2) individuals who are English language learners, individuals with low levels of literacy, and individuals facing substantial cultural barriers; and (3) eligible migrant and seasonal farm workers.

(5) Every child between the ages of 6 and 17 years is required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child

attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is 6 years of age, may opt out of enrolling their child in school at the age of 6 years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is 7 years of age.

(6) We use the WIOA definitions for basic skills deficient

(d) Single-area State Requirements- Does not apply

(e) Waiver Requests (optional)
Requested Waiver: Allow the use of individual training accounts (ITAs) for in-school youth, ages 14-21 years.

Statutory and/or regulatory requirements to be waived

20 CFR 681.550 allows ITAs funded by WIOA youth funds to be used by out-of-school youth. The final rule did not expand the use to ITAs to in-school youth. Instead, in-school youth wishing to access ITAs may only do so through the WIOA adult program. Alabama would like to waive the requirement to only allow ITAs for out-of-school youth and expand this flexibility to in-school youth, ages 14-21 years.

The intent of using ITAs in the WIOA out-of-school youth program is to expand training options, increase program flexibility, enhance customer choice, and reduce paperwork. Alabama would like in-school youth, ages 14-21, to also have this option. This waiver encourages this youth population to seriously look at career pathways and in-demand occupations and empowers them to make their own decisions, thereby taking responsibility for their actions.

This waiver request supports the principle of accountability and ease of administration. Co-enrollment in the WIOA adult program would not be necessary under this waiver for youth, who are 18 years old or older. The ITA could be issued from one funding source and will increase accountability.

State or Local Statutory Barriers

There are no state or local statutory or regulatory barriers to implementing the proposed waiver.

Strategic Goals of the Waiver and Expected Programmatic Outcomes

This waiver if granted would have a significant impact on all of the youth performance measures as well as increase the number of youth served in Alabama. This State overall and the majority of Local Workforce Development Areas (LWDAs) have had difficulty meeting the Credential Attainment within a Year After Exit measure for youth. This waiver would assist the State and LWDAs in meeting this measure since in-school youth would be encouraged and provided the necessary tools through the program to complete their education and training, which would not only lead to valuable credentials for the youth but also increase the youth credential rate for the state. Additionally, the State and LWDAs would have increases in the number of Measurable Skills Gains since the in-youth would be involved in occupational, preapprenticeship, or apprenticeship training. The State also expects Placed in Employment/Education Second Quarter, Place in Employment/Education Fourth Quarter, and Median Earnings Second Quarter to be impacted in a positive way.

In addition to these programmatic outcomes, Alabama expects to achieve the following goals:

- Improve the ability of local workforce development boards, youth program providers, and workforce and education lead agencies to respond quickly to the needs of in-school youth, ages 14-21 years;
- Increase the quality of learning opportunities;
- Increase employment and training opportunities;
- Improve coordination by reducing fragmentation of service delivery;
- Increase the opportunities for work-based learning;
- Improve customer choice and increase empowerment for youth, making them capable and responsible for making thoughtful choices about their career;
- Reduce unnecessary paperwork;
- Develop an emerging workforce with prepared candidates ready for work; and
- Increase accountability.

Alignment with USDOL/ETA Policy Priorities

In the WIOA Final Rule, the intent of using ITAs in the WIOA out-of-school youth program is to expand training options, increase program flexibility, enhance customer choice, and reduce paperwork. Alabama would like in-school youth, ages 14-21, to also have this option. This waiver encourages this youth population to seriously look at career pathways in the in-demand occupations and empowers them to make their own decisions, thereby taking responsibility for their actions. The waiver also assists in the preparation of an emerging workforce with candidates who are ready for work.

Description of Individuals, Groups, or Populations Impacted by the Waiver

WIOA in-school youth participants, ages 14-21 years, will benefit from this waiver. By virtue of the WIOA program's eligibility requirements, Alabama is directly addressing service delivery for

disadvantaged populations and individuals with multiple barriers to employment. This waiver will allow the youth population ages 14-21 years to seriously look at career pathways and in-demand occupations, increase training and employment opportunities for this population of youth, and empower youth to make their own decisions.

Description of the Process to Monitor the Waiver Program and Collect Waiver Outcome Information

Upon USDOL's approval of the Four-Year Combined State Plan including this waiver request, the Alabama Workforce Development Board will communicate the waiver allowance to all its members and statewide partners.

The Workforce Development Division (WDD) of the Alabama Department of Commerce will revise applicable state level policy and ensure applicable operational guidance reflects the waiver allowance parameters. WDD will widely communicate these changes by posting revised policy on its public website. Additionally, WDD will communicate directly with all key stakeholders including the Local Workforce Development Areas (LWDAs) by way of email to announce the revised policy and other information important to convey regarding the waiver allowance. WDD will also establish new cost categories reflecting training attended by in-school youth, and project numbers assigned to these categories will be programmed into the state's workforce development financial record system to be able to account eligible youth participant costs.

WDD and the Alabama Department of Labor (ADOL), the current one-stop operator in each of the State's seven LWDAs, will launch a new unified case and data management system in April 2020, which will be used to track and report youth participant activities. However, until the launch of the new system, WDD will track and be able to report youth participant activities through its Alaworks data management system. Alaworks receives data from the Alabama JobLink case management and data system, which is the system currently used by ADOL. WDD will request for ADOL to add new data entry options for local case workers to account for the number of occupational, pre-apprenticeship and apprenticeship trainings authorized; data collected will include participant eligibility status, demographic data including age, program start and end dates and reported outcomes.

Also, case managers in the one-stop career centers will collaborate with subrecipient youth services providers as well as preapprenticeship and apprenticeship program sponsors. Case managers will maintain copies of necessary forms in youth participant case files. Case managers and/or WDD staff may request additional information from program sponsors or employers as necessary.

In addition, WDD will coordinate to revise statewide ETPL operational procedures and field guidance to account for these in-school programs accordingly. This includes preapprenticeship and apprenticeship programs.

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Youth In-School ITAs will be delivered to youth primarily at the local level. If a local board decides to offer ITAs for eligible in-school youth, ages 14 - 21 at time of program enrollment, the board will amend their local ITA policy accordingly and may amend any other local policies impacted by this waiver as need be. As is the case with WIOA funded activities, the local board is responsible for oversight and monitoring. The local board will ensure local area policies pertaining to this waiver allowance and ITAs will be adhered to by all parties concerned. The local board is responsible to communicate relevant information to local stakeholders, Alabama Career Center System staff and partners, lead agencies and youth program providers. Local case workers will be directed to document the use of an ITA in each eligible youth's individual service strategy, which contains the goals and objectives for the youth's participation in WIOA programs and activities as well as the participant service plan. Per existing policy and operational procedures, youth participant service activity must be recorded in the Alabama JobLink case management system (with data subsequently captured by AlaWorks) including ITA-related training, supportive services, follow-up and outcomes.

For any Youth In-School ITAs funded at the State level out of Governor's 15% funds, the WDD State Program Integrity Section will monitor implementation of this waiver. Monitoring of the waiver may be conducted through a variety of approaches that may include routine desk reviews and on-site compliance monitoring to ensure the state is complying with all applicable regulations and requirements.

The WDD State Reporting Section will coordinate with appropriate data and case management staff to ensure in-school data is accurately captured and reported in Youth WIOA performance measures.

At the end of each program year after the waiver allowance is implemented, the WDD State Reporting Section will evaluate impacts, if any, the availability of in-school youth ITAs have had on the state's workforce development system and report this data to the Alabama State Workforce Development Board.

Opportunity for Local Board and Public Comment on the Waiver Request

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, will be notified of the State of Alabama's proposed Four-Year Combined State Plan including this waiver request through an e-mail alert. The e-mail alert will contain instructions on how to submit comments. In addition, both the general public and stakeholders will have access to the waiver request on the Alabama WIOA website: https://wioa-alabama.org. The public comment period will be open for two months.

Requested Waiver: Waiver of the Requirement for Eligible Training Providers to Collect Performance Data for All Students in a Training Program

Statutory and/or regulatory requirements to be waived

Alabama requests the consideration of a waiver from the requirements in WIOA, Sections 116 (related to performance) and 122 (related to the Eligible Training Provider List), and at 20 Code of Federal Regulations (CFR) 677.230 and 20 CFR 680.400-680.530. In whole these regulations constitute a burdensome requirement for the collection and reporting of performance outcomes for all students, above and beyond WIOA participant students, participating in training programs listed on Alabama's Eligible Training Provider List (ETPL).

IIIfor many training providers, including technical and community colleges, resulting in a decreased numbers of providers adding their programs to the ETPL or choosing to reenroll in the program. Many training providers do not have existing staff to perform the data gathering processes required to submit program information and performance data and cannot justify hiring additional staff. The regulations and related performance measures requiring providers to include an "all students" cohort also interferes with The Federal Educational Rights and Privacy Act of 1974 (FERPA) laws. These issues are leading to Alabama having a less than robust list of training providers.

State or Local Statutory Barriers

There is no State or local statutory or regulatory barrier to implementing the proposed waiver.

Strategic Goals of the Waiver and Expected Programmatic Outcomes

Strategic goals and expected programmatic outcomes include:

- Removal of the most significant disincentive for schools and training providers to participate in the ETPL, in anticipation of maximizing the available marketplace of training curriculum.
- More numerous and varied training offerings for individuals utilizing Individual Training Accounts (ITAs) via the public workforce system.
- More training providers may lead to lower cost and more robust demand-driven training options.
- Greater utilization of the ETPL by individuals pursing training in Alabama related to jobs that are in-demand by employers now and in the future.
- Stronger partnerships and relationships between training providers and the public workforce system.
- Enhanced ability of staff at local Alabama Career Centers to more effectively respond in meeting the needs of job seekers and employers alike.

Alignment with USDOL/ETA Policy Priorities

This waiver aligns with USDOL/ETA policy priorities such as:

- Efficiently and effectively connecting the current network of education and training strategies with and existing proven system of accountability;
- Improving job and career results by increasing the ability of new and established providers to meet reporting accountability standards; and
- Creating efficiencies by eliminating burdensome reporting requirements.

Description of Individuals, Groups, or Populations Impacted by the Waiver

Alabama citizens in need of additional training in order to obtain employment, the Alabama Department of Commerce/Workforce Development Division ETPL staff, the Alabama Career Center System and staff, subcontracted service providers, and especially the training provider staff will benefit from this waiver.

Description of the Process to Monitor the Waiver Program and Collect Waiver Outcome Information

The State of Alabama will monitor progress and ensure accountability for Federal funds in connection with these waivers by reviewing monthly expenditure, performance and other reports, through regular contact with the ETA Regional Office liaisons, and through its monitoring and performance accountability system.

Opportunity for Local Board and Public Comment on the Waiver Request

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, will be notified of the State of Alabama's proposed Four-Year Combined State Plan including this waiver request through an e-mail alert. The e-mail alert will contain instructions on how to submit comments. In addition, both the general public and stakeholders will have access to the waiver request on the Alabama WIOA website: https://wioa-alabama.org. The public comment period will be open for two months.

Requested Waiver: Waivers associated with the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that states and local areas expend 75 percent of all Governor's reserve and local formula youth funds on out-of-school youth (OSY).

Statutory and/or regulatory requirements to be waived

WIOA Section 129(a) (4) and 20 CFR 681.410

1. A waiver of the requirement to expend 75 percent of funding on the OSY population. Alabama is requesting that this percentage be lowered to 50 percent.
2. A waiver of the requirement that local funding must meet the 75 percent minimum expenditure requirement. Alabama is requesting that this percentage be lowered to 50 percent.

3. A waiver of the requirement to expend 75 percent of Statewide activities funding on the OSY population. Alabama is requesting that this percentage be lowered to 50 percent.

State or Local Statutory Barriers

There is no State or local statutory or regulatory barrier to implementing the proposed waiver.

Alignment with USDOL/ETA Policy Priorities

The WIOA encourages strategies that connect education and training as well as supporting work-based learning and improving job and career results. This waiver request will increase the connection between education and training and training, provide work-based learning opportunities that include work experience and pre-apprenticeship, and increase access to workforce services to disadvantage youth.

Strategic Goals of the Waiver and Expected Programmatic Outcomes

1. Align Youth Services with the strategic plan
2. The state better spends federal resources with more flexibility
3. The decreased dropout rate will result in a shrinking pool of potential Out of School Youth
4. Improved fiscal accountability relative to providers of services

Description of Individuals, Groups, or Populations Impacted by the Waiver

Future Employers, Alabama ln School and Out of School Youth populations; Parents; Out of School Youth providers; and In-School Youth Providers; and the Alabama Career Center (One-Stop) System

Description of the Process to Monitor the Waiver Program and Collect Waiver Outcome Information

Annual WIOA on-site programmatic reviews will include an evaluation of how local waivers are being utilized and the success of achieving goals and outcomes. Youth service providers will also be responsible for assessing the use of and the effectiveness of waivers.

Opportunity for Local Board and Public Comment on the Waiver Request

Workforce development stakeholders, including local boards, businesses, and organized labor organizations, will be notified of the State of Alabama's proposed Four-Year Combined State Plan including this waiver request through an e-mail alert. The e-mail alert will contain instructions on how to submit comments. In addition, both the general public and stakeholders will have access to

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the waiver request on the Alabama WIOA website: https://wioa-alabama.org. The public comment period will be open for two months.

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

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10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

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

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Appendix 1. Performance Goals for the Core Programs

Table 1. Employment (Second Quarter after Exit)

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	78.50	0.00	79.50	0.00
Dislocated Workers	79.80	0.00	80.30	0.00
Youth	65.00	0.00	66.50	0.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	65.00	0.00	66.00	0.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1
Adult, Dislocated Workers, Youth and Wagner-Peyser PY 2020 and PY 2021 levels will be negotiated and incorporated into the plan no later than June 30, 2020. Adult Education and Vocational Rehabilitation levels should be read as baseline.

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	75.50	0.00	76.30	0.00
Dislocated Workers	79.50	0.00	80.50	0.00
Youth	66.50	0.00	67.30	0.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	68.00	0.00	69.00	0.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2
Adult, Dislocated Workers, Youth and Wagner-Peyser PY 2020 and PY 2021 levels will be negotiated and incorporated into the plan no later than June 30, 2020. Adult Education and Vocational Rehabilitation levels should be read as baseline.

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	5,650.00	0.00	5,750.00	0.00
Dislocated Workers	7,600.00	0.00	7,800.00	0.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,600.00	0.00	4,700.00	0.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

Adult, Dislocated Workers, and Wagner-Peyser PY 2020 and PY 2021 levels will be negotiated and incorporated into the plan no later than June 30, 2020. Youth, Adult Education, and Vocational Rehabilitation levels should be read as baseline.

Table 4. Credential Attainment Rate

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	72.30	0.00	74.00	0.00
Dislocated Workers	77.50	0.00	78.50	0.00
Youth	39.80	0.00	40.50	0.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4
Adult, Dislocated Workers, and Youth PY 2020 and PY 2021 levels will be negotiated and incorporated into the plan no later than June 30, 2020. Adult Education and Vocational Rehabilitation levels should be read as baseline.

Table 5. Measurable Skill Gains

Program	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Adults	55.00	Baseline	56.00	Baseline
Dislocated Workers	56.00	Baseline	57.50	Baseline
Youth	39.90	Baseline	40.50	Baseline
Adult Education	44.00	0.00	45.00	0.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5
Adult Education PY 2020 and PY 2021 levels will be negotiated and incorporated into the plan at a future date. Adults, Dislocated Workers, Youth and Vocational Rehabilitation levels should be read as baseline.

Table 6. Effectiveness in Serving Employers

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Line 1 (enter the measure information in the comments below)				
Line 2				
Line 3				
Line 4				
Line 5				
Line 6				

User remarks on Table 6
Table cells with no information, no numbers are to be read as "baseline".
All cells on this table should read "baseline".
Based on the Required Elements for Submission of the Unified and Combined State Plan Modifications Under the Workforce Investment and Opportunity Act released on February 18, 2016 the Title IV (Vocational Rehabilitation) Program will use baseline data for the first 2 years for all six of its indicators listed below and will therefore not submit expected performance levels for these indicators until this data has been established and can be used to negotiate adjusted levels of performance.
Employment in the second quarter
Employment in the fourth quarter
Median Earnings
Credential Attainment
Measurable Skill Gains

Effectiveness in Serving Employers

Table 7. Additional Indicators of Performance

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

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Appendix 2. Other State Attachments (Optional)

ALABAMA WORKFORCE INVESTMENT SYSTEM

April 24, 2015 Department of Economic and Community Affairs Workforce Development Division 401Adams Avenue Post Office 5690 Montgomery,Alabama 36103-5690 GOVERNOR' S WORKFORCE INNOVATION DIRECTIVE NO. PY2014-10

SUBJECT:

1. Purpose. Training and Employment Guidance Letter (TEGL) - Workforce Innovation and Opportunity Act (WIOA) Youth Program Transition This transmits the following TEGL:

Number Date 23-14 03/26/15 Subject Workforce Innovation and Opportunity Act (WIOA) Youth Program Transition

2. Discussion. The purpose of TEGL No. 23-14 is to provide guidance and planning information to states, local workforce areas, and other recipients of Workforce Investment Act (WIA) Title Iyouth formula funds on the activities associated with the implementation of WIOA.

In order to continue implementation prior to the final rule, a series of WIOA Operational Guidance documents that provide the needed implementation information will be issued in the form of Training and Employment Guidance Letters (TEGLs). These Operational Guidance TEGLs will inform the system about how to begin the important planning and reorganization necessary to comply with new WIOA statutory requirements for the upcoming Program Year (PY) 2015 (beginning July 1, 2015). The Operating Guidance TEGLs will provide a framework for program activities until the regulations are finalized. TEGL 23-14 is one in the ongoing series of Guidance.

Regarding the implementation of youth programs, TEGL 23-14 states that while previously issued TEGL No. 19-14 (discussed in GWID PY2014-07) says "States will receive their first WIOA allotment for the youth programs in April 2015 and will begin full implementation of WIOA for the Youth Program at that time," this was imprecise. Operational implementation of the WIOA youth program begins on July 1, 2015, with all provisions taking effect July 1,2016. The PY 2015 WIOA youth allotment that is distributed in April 2015 is for preparation and programmatic activities for WIOA youth program implementation on July 1, 2015. In addition, states and local workforce areas are encouraged to use allowable transition funds to prepare for implementation of the WIOA Youth program. Page 2 Directive No. PY2014-10

TEGL 23-14 further discusses youth program planning and provides operational guidance for WIOA. This includes discussion on the transition from the required minimum thirty (30) percent expenditure rate for youth formula-funded programs on out-of-school youth under WIA to the new

required minimum seventy-five (75) percent expenditure rate for youth formula-funded programs on out-of-school youth under WIOA and how the percentage is calculated. Other topics include Youth Standing Committees, transitioning in-school youth programs, changes to the youth program elements, the new eligibility criteria, and many other programmatic changes. Examples of successful out-of-school youth programs currently meeting the seventy-five (75) percent expenditure rate are provided for research as well as a list of resources to help states and local areas successfully transition.

3. Action. This Directive should be distributed accordingly to local areas, workforce staff, and partners. Local area staff should review TEGL 23-14, and use presented strategies and resources to transition their youth programs to the WIOA.

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---------- ALABAMA WORKFORCE INVESTMENT SYSTEM Department of Commerce Workforce Development Division 401 Adams Avenue Post Office Box 5690 Montgomery, Alabama 36103-5690 September 11, 2015 GOVERNOR'S WORKFORCE INNOVATION DIRECTIVE NO. PY2015-03

SUBJECT: Workforce Innovation and Opportunity Act Eligible Training Providers Policy

1. Purpose. This directive transmits the State's policy regarding the Workforce Innovation a nd Opportunity Act {WIOA) Eligible Training Providers List in order to continue eligibility and to provide the procedures for potentially new training providers.

2. Discussion. Under WIOA, States shall establish initial eligibility for W IA eligible tra ining provider and certified training programs in order to continue to be eligible to provide training services until December 31, 2015. WIOA initial eligibility (for all current training providers on the ETPL) expires on December 31,2015. All current training providers and their current programs are grandfathered in as eligible training providers. Procedures are included in this policy for current training providers to seek continued eligibility. Under WIOA, the State shall a lso establish a procedure to determine the eligibility of new training providers. The criteria and procedures for new training providers are included in the attached policy. It is the responsibility of the Workforce Development Division to collect the required information from all Eligible Training Providers, who provide services to W IOA participants in Alabama . This Directive supercedes all previous directives regarding policies, collection of performance, costs and other information on the ETPL including GWDD No. PY2002-03 through PY2011-23, change 2.

3. Action. It is the responsibility of the local workforce development areas a nd the training providers to review the attached policy and instructions and adhere to the established procedures.

Attached are the policy and forms to use in the continued eligibility process and/or the application process for new training providers. The required information is to be submitted to the Workforce Development Division and information updated on the website, www . ETPL.alabama.gov, for each current program by December 31, 2015. Training providers are required to enter the information on the Eligible Training Provider List website. Training providers are strongly encouraged to keep the performance information listed on the ETPL website up-to-date. Training providers' information will be reviewed at least every 24 months for renewal purposes. Training providers, who fail to follow the continued eligibility instructions by December 31, 2015, will be removed from the ETPL without exception.

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---------- Alabama Workforce Investment System

Department of Economic and Community Affairs

Workforce Development Division

401 Adams Avenue

Post Office 5690

Montgomery, Alabama 36103-5690

February 26, 2015

GOVERNOR'S WORKFORCE INNOVATION DIRECTIVE NO. PY2014-05

SUBJECT: Local Area Designation Policy

1. Purpose. To transmit the State's local area designation request form.

2. Discussion. The Workforce Innovation and Opportunity Act (WIOA) requires the Governor to designate local workforce development areas within the state through consultation with the State Workforce Development Board and after consultation with the chief elected officials and comments from the general public. Factors impacting these designations are listed in Section 106(b) of the WIOA. It is anticipated that supplemental instructions may be issued at a later date to address the requirements of Section 106(a) Regions, which must be addressed before the second full year program, e.g. prior to July 1, 2016. If there are any inconsistencies with the issuance of the final WIOA Implementing Regulations in calendar year 2016, this policy will be revised to comply with the Implementing Regulations.

3. Action.All local area designation requests must be submitted using the attached form. The effective date of this policy is the date of issuance of this Directive. The local Chief Elected Official (CEO) must submit the completed application to the Workforce Development Division no later than 5:00 p.m., March 31, 2015 for consideration of initial designation.

4. Contact. Questions regarding this information should be directed to Bill Hornsby, Supervisor, State Programs, Planning, and Divisional Budget Management Section at (334) 242-5847 or bill.hornsby@adeca.alabama.gov.

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---------- Alabama Workforce Investment System

Alabama Department of Commerce

Workforce Development Division

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December 9, 2015

GOVERNOR'S WORKFORCE INNOVATION DIRECTIVE NO. PY2014-05, Change 01

SUBJECT: Local Area Designation Policy

1. Purpose. To transmit a revision to the State's Local Area Designation Policy pursuant to correspondence of September 22, 2015 from the Assistant Secretary of Labor for Employment and Training as well as update information relative to the transfer of the Workforce Development Division of the Alabama Department of Economic and Community Affairs to the Alabama Department of Commerce per Act 2015-450.

2. Discussion. Subsequent to the issuance of the initial Local Area Designation Policy on February 26, 2015, the U.S Department of Labor (USDOL), Employment and Training Administration (ETA) issued Training and Employment Guidance Letter (TEGL) Number 27-14 on April 15, 2015. Among other requirements, this TEGL required the states to include not only a definition of "Performed Successfully," which was in the initially issued state policy, but also definitions for the terms "met or exceeded" and "failure" consistent with how those terms were defined at the time the performance levels were negotiated. TEGL Number 25-13, dated May 15, 2014, is the relevant guidance in regard to the guidance used for the definition of the Workforce Investment Act performance measure parameters to define exceeds, met, or failed to meet. Per the Secretary of Labor's correspondence, as well as the guidance provided in TEGL Number 27-14, the applicable attachments to the State's Local Area Designation Policy have been revised to include the required additional definitions as stated in TEGL Number 25-13.

3. Action.Local area designation requests were received from three (3) entities pursuant to the initially-issued (February 26, 2015) Local Area Designation Policy. Two of the applications were approved by the Governor subsequent to recommendation by the State Workforce Development Board, so no action is required for those two entities (Mobile Works, Inc. and the Alabama Workforce Investment Area). However, the application for the Jefferson County Commission was not recommended by the State Workforce Development Board for approval by the Governor nor was it approved by the Governor.

Per the Assistant Secretary of Labor's requirement stated in her September 22, 2015 correspondence, the State is required to "allow the Jefferson County Commission to request initial

designation under WIOA Section 106(b)(2) and review such request if submitted, and afford the local area the right to a State-level appeal under WIOA Section 106(b)(5) if the State rejects the local area's request for initial designation."

In compliance with this requirement, the local Chief Elected Official (CEO) for the Jefferson County Commission may submit the completed application to the Workforce Development Division no later than 5:00 p.m., December 31, 2015 for consideration of initial designation per Section 106(b)(2) of the WIOA.

4. Contact. Questions regarding this information should be directed to Kivondra Rivers, Supervisor, State Programs, Planning, and Divisional Budget Management Section at (334) 242-5847 or kivondra.rivers@commerce.alabama.gov.

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B. Adult Education and Family Literacy Act Programs under Title II

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Alabama Community College System (ACCS), Adult Education Division has aligned to the College and Career Readiness (CCR) standards designed for WIOA Title II Adult Education and Family Literacy that were disseminated through the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE). The CCR standards reflect the necessary skills and abilities required for the rigor of postsecondary education, training, and employment. The CCR standards provide benchmarks to strengthen adult education instruction. The adoption and alignment of the College and Career Readiness standards allow adult educators to target the specific skills that will ensure students are prepared to attain a high school equivalency, postsecondary education, skills training, and/or employment. Collaboration with K–12 and college partners confirm consistent expectations for preparing students for entering postsecondary education without the need for developmental education. Adult Education Title II contracted providers or any future selected providers are required to teach these standards to maximize the effectiveness of curricula and instruction, and to prepare students with the skills and abilities for postsecondary education, training, and the demands of the workforce. To facilitate the understanding and knowledge of CCR standards in the adult education classroom, professional development training targets the use and implementation of the standards. Instructor effectiveness training is the hallmark of ACCS professional development. Instructors are taught strategies for delivering instructional courses with the intensity and duration for successful understanding and skills mastery.

State efforts support an instructional effectiveness approach to adult education, in which standards–based education is defined as the process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. A standards-based approach assists students in learning what is important, rather than allowing textbooks to dictate classroom practice. This approach aims for a deep level of student understanding that goes beyond traditional textbook–based or lesson–based instruction. Although standards define individual skills, standards–based education does not promote a skill–by–skill methodology. Multiple standards and expectations are integrated in instructional activities to promote College and Career Readiness for preparing a skilled workforce. The use of technology and the integration of Open Educational Resources (OER) in the interactive classroom environment of today is paramount.

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Adults that have not completed the requirements of a high school diploma will be able to prepare for a high school equivalency in an academic contextualized instructional pathway. The instructional pathway increases the skills necessary to attain employment or participate in postsecondary education or training. Adult education students will also be provided the opportunity to participate in pre-apprenticeship and apprenticeship pathways in the demand fields in each of the 7 workforce regions of our state. When possible and as applicable, adult education students will be placed in a pre-apprenticeship program while obtaining the requirements for a high school equivalency diploma. This pre-apprenticeship will provide the adult education student with work-based learning experiences reflective of a specific career while enabling the student to gain the preparatory skills demonstrating readiness to work upon program completion.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
    2. Is for the purpose of educational and career advancement.

The ACCS Adult Education Office is Alabama's eligible agency for adult education and is responsible for the administrative and programmatic oversight of the Title II AEFLA funds distributed to eligible, competitively selected providers. Under WIOA, ACCS Adult Education eligible providers' services may include all of the following:

- adult education and literacy;
- workplace adult education and literacy;
- family literacy;
- English language acquisition;
- Integrated English literacy and civics education;

- workforce preparation;
- integrated education and training.

ACCS Adult Education will focus on expanding low-skilled individuals' access to career pathways in high-demand occupations. With this focus, the integrated education and training (IET) activities and the contextualized curriculum and materials used for IET will be aligned to Alabama's College and Career Readiness standards for ELA/Literacy, science, and math. In addition, workforce preparation activities will align to OCTAE's Employability Skills Framework, and any occupational training components provided will be based on business and industry standards, credential obtainment, work-based learning efforts, and employability. Program alignment will also exist as non-credit pathways are articulated into credit bearing coursework at each individual college making success for completion and stackable credentialing easier for students. Attached to these programs are apprenticeships or pre-apprenticeships so that employer/employee relationships can occur earlier and be maintained throughout the entire student education to workforce experience.

ACCS Adult Education will solicit requests for funding proposals from eligible providers as defined in the Workforce Innovation and Opportunity Act (WIOA) law to serve the eligible adult education population who:

- have attained 16 years of age; AND
- are not enrolled or required to be enrolled in secondary school under State law; and meet one of the following
- are basic skills deficient; OR
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or,
- are English Language Acquisition learners. The eligible entities selected will provide academic instruction and education services below the postsecondary level that increase an individual's ability to:
- read, write and speak the English language and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and,
- obtain sustainable employment.

Eligible entities may include the following organizations, provided they have demonstrated effectiveness in providing adult education and literacy services:
1) Local education agencies
2) Community–based or Faith–based organizations
3) Volunteer literacy organizations
4) Institution of Higher Education/Learning
5) Public or private nonprofit agencies
6) Libraries

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7) Public housing authorities
8) Nonprofit institutions that are not described in (1) through (7) and have the ability to provide literacy services to adults
9) Consortiums of the agencies, organizations, institutions, libraries, or authorities described in 1 through 8.

Ineligible applicants would be characterized as the following:
• Applicants that are not compliant with the Civil Rights Act of 1964, or those applicants that discriminate on the basis of nationality, origin, race, gender, religion, or handicap;
• Applicants that lack evidence of the capability of stable fiscal control;
• Applicants that lack assurance that religious restrictions will not be violated;
• Applicants that lack qualified staff, facilities, and equipment.

In accordance with federal law, supplanting federal dollars for state and local dollars is prohibited.

ACCS Adult Education Division will distribute funds in accordance to the following process:

1) Not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carryout section 225, Programs for Corrections Education and Other Institutionalized individuals, of which not more than 20 percent of such amount shall be available to carryout section 225;
2) Shall not use more than 12.5 percent of the grant funds to carryout state leadership activities under section 223; and
3) Shall not use more than 5 percent of the grant funds for administrative expenses of the eligible agency.

Funding will be allocated and distributed according to the process described in the Title II distribution of funds Common Elements section. Funding will be awarded and distributed to eligible local entities for the provision of adult education services through a competitive Request for Funding Proposal (RFP) process. The criteria will include meeting the eligibility requirements, a proven record of demonstrated effectiveness, and a plan that will align with all of the requirements under the Workforce Innovation and Opportunity Act (WIOA), as well as purposeful placement on a career pathway toward success as deemed high-wage, high-skill, high-demand by the state of Alabama. Grants will be awarded on a multi–year (three year) basis contingent upon annual performance and demonstrated effectiveness.

The ACCS, Adult Education Division will ensure that all eligible providers have direct and equitable access to apply and compete for grants. The information will also be posted on the ACCS website and other means of electronic communication such as social media and Alabama's College and Career Exploration Tool (ACCET) which will be a one-stop hub for students and industries searching education, employment, and attainment goals.

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Federal Definitions

In Alabama, adult education means academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

In Alabama, eligible individual means an individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under State law; and who– is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

In Alabama, literacy means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

In Alabama, workplace adult education and literacy activities means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off–site location that is designed to improve the productivity of the workforce. Workplace adult education and literacy activities will also be intermingled with pre-apprenticeship and apprenticeship work-based learning opportunities.

In Alabama, family literacy activities are those activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

(A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self–sufficiency.

(B) Interactive literacy activities between parents or family members and their children.

(C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.

(D) An age–appropriate education to prepare children for success in school and life experiences. See Special Rule for Family Literacy.

Special Rule: The Alabama Community College System, Adult Education Division will not use any funds made available under this title for adult education and literacy activities for the purpose of

supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that the agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, Adult Education will attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

In Alabama, Integrated Education and Training is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Integrated Education and Training will be based on local market data demands reflecting those programs that align with WIOA regulations and are contained on the Eligible Training Provider List for credential obtainment and employability standards.

In Alabama, Integrated English Literacy and Civics Education is an educational service provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

In Alabama, Workforce Preparation Activities are those activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self–management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. Workforce preparation activities are based on information held in Alabama's Terminal on Linking and Analyzing Statistics (ATLAS) system, a state database maintained by Alabama Department of Labor that statistically reports all local labor market data, industry occupation demands, valued credential obtainment, and prospective leads toward economic advance.

In Alabama, Integrated Education and Training is a primary service of adult education programs. IET classes create contextualized opportunities for adults to gain academic and technical skills for employment. Adult Education programs integrate basic academic instruction to support the achievement of a high school equivalency and the skills needed to be successful in postsecondary education & training. This approach accelerates the understanding and applicability of knowledge. The integration of skills will ensure that our adult learners will be able to apply and use their knowledge to be successful in training and/or employment.

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Request for Funding Proposal (RFP):

The Alabama Community College System (ACCS) Adult Education Division allocates adult education funds through a performance-based funding formula by county. The formula takes into consideration the population in need in each county based on the U.S. Census Bureau's American Community Survey 5-year estimate plus program performance based on enrollment, measurable skill gains, high school equivalency attainment, and the number of industry recognized credentials of value attained by students. The allocation of funds considers the levels of annual performance in the local programs compared to established goals as a basis for an increase or decrease in funds.

Each area of the state will be provided adequate coverage by ensuring each provider selected through the RFP process has demonstrated effectiveness in providing direct services to adults in each county of the awarded grant service area. Providers will be required to collaborate with partners from the Career Centers and other social services, education, and employment–related supports in the area.

The proposal application will collect basic information regarding the eligible provider including, but not limited to, demonstrated effectiveness in serving adults, location and service area, scope of work for the program, demographics served, fiscal management procedures, and audit history. Additionally, each applicant will be required to submit a proposed budget, as well as programmatic information regarding statutory requirements. Questions are based on the thirteen (13) considerations for WIOA Title II Adult Education and Family Literacy Act of section 231(e).

Assessing the RFP:

The assessment of each grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area, and to comply with the expectations and statutes described within the Workforce Innovation and Opportunity Act. At a minimum, the review process and scoring rubric will consider the following 13 considerations of section 231(e):

• The ability of the eligible provider to meet the literacy needs and English language needs identified for the population in the area. Emphasis will be given to the provider's ability to provide targeted service to individuals with barriers to employment—including low literacy skills and an English language barrier;
• The eligible provider's ability to provide service to individuals with a (physical or learning) disability;
• The eligible provider's demonstrated effectiveness in providing literacy instruction, including its ability to meet State–adjusted levels of performance and improve the literacy levels of eligible individuals;
• The eligible provider's alignment with the WIOA Local Plan;

• The depth, intensity, and rigor of the programs and activities offered by the eligible provider. The proposed program must incorporate the basic tenets of reading instruction. Attention will be given to the extent to which the eligible provider incorporates stringent research in the grant proposal submission and the development of the literacy program itself;
• The extent to which the eligible provider's program is based on intense research and best practices;
• The extent to which the eligible provider demonstrates the effective use of technology for instruction, to include distance education, toward students' improved performance;
• The eligible provider's demonstrated integration of contextualized instruction, to blend literacy skills, and preparation for transition to post–secondary education or entry into the workplace. Particular attention will be given to activities that promote and lead to economic self–sufficiency, and the ability to exercise the full rights of citizenship;
• The qualifications and expertise of the eligible provider's instructors, counselors, and administrative staff. All instructors must hold (at minimum) a bachelor's degree. The eligible provider must also demonstrate its ability and intent to provide high quality professional development to instructors and staff, toward the improvement of student performance;
• The eligible provider's collaboration with other available education, training, and social service resources in the community. Particularly, the eligible provider should have or establish significant partnerships with public schools, post–secondary institutions, industry/business partners, and workforce boards;
• The flexibility of program scheduling offered by the eligible provider, including coordination (when available) with Federal, State, and local support services such as childcare, transportation, and mental health services;
• The eligible provider's information management system; the expectation will be that the eligible provider will use the state–administered designated Adult Education System for Accountability and Performance for all grant related data collection and reporting.
• The demonstrated need within the area occupied by the eligible provider for English language acquisition programs and civics education programs.

Selected providers will deliver adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training, for a specific occupation or occupational cluster, for the purpose of educational and career advancement. Emphasis will be given to those programs vetted by the Alabama Department of Labor and indicate O*NET occupation coded jobs that are considered high-demand, high-skill, and high-wage in each local region and lead to a credential considered valuable to the state ranking process.
All integrated education and training (IET), workforce preparation, adult education and literacy, and English Language Acquisition (ELA) activities must align contextualized curriculum and materials to Alabama's College and Career Readiness Standards (CCRS). In addition, IET and workforce preparation activities must also align to OCTAE's Employability Skills Framework, and the occupational training component must be based on industry standards.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Alabama Community College System (ACCS), Adult Education Division will provide corrections education services and services for other institutionalized population as described under section 225. AE will not use more than 20 percent of the overall 82.5% or greater that is described in section 231 to carry out the activities as described in section 225 for corrections education and other institutionalized populations. Funding will be allocated, competed, and distributed according to the process described in the Title II distribution of funds Common Elements section of this plan and will comply with subpart C in Title II of WIOA.

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A correctional institution includes any prison; jail; reformatory; work farm; detention center; or halfway house, community–based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. A criminal offender is any individual who is charged with or convicted of any criminal offense.

The funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re–entry initiatives and other post–release services with the goal of reducing recidivism.

Each eligible provider receiving funds under section 225 to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five (5) years of participation in the program.

The correctional and institutionalized population will be afforded opportunities to develop their skills and abilities for successful re–entry into society after release. An emphasis on skills contextualization for pathway programs will ensure that inmates are prepared for employment opportunities. There are several innovative initiatives currently occurring in corrections education in Alabama. One initiative incorporates the use of tablet devices with pre–loaded educational resources that are used back in the inmate's dormitory. This allows for additional time on task that will lead to better knowledge and understanding of the material and the use of mobile devices. Other programs that adult education plays an integral part are the Correctional Life–Tech program and the Day Treatment Centers through Department of Pardons and Parole. These partnerships are designed to reduce prison overcrowding and recidivism by preparing deserving parolees for job success and life success. Life skills, adult education and technical skills are integrated into a structured program to assist parolees in the transition from prison to society. Opportunities for work based learning through apprenticeships that exist as programs for inmates will enable incarcerated adults to prepare for life outside prison in a successful manner by partnering with companies who willingly hire formerly convicted individuals, hold occupation needs for jobs that supply a livable wage, and will work alongside education institutions on remediation and training needs for these occupations.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Alabama Community College System Adult Education Division will establish and operate Integrated English Literacy and Civics Education programs by offering a competitive, multi–year

(three year) Request for Funding Proposal (RFP) process specifically for Integrated Literacy and Civics Education funds. Funding will be allocated, competed, and distributed according to the process described in the Title II distribution of funds Common Elements section of this plan and will comply with the requirements of Subpart C section 243 of WIOA. The purpose of this program is to assist immigrants and other individuals who are English Language Learners (ELL) in acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship. English language learners who hold degrees and credentials in their native countries are eligible to access all services provided by section 243. These services shall include instruction in literacy and English acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Integration of workforce culture and skills training will enable learners to begin or continue careers in their chosen fields, including preparation for post–secondary education. A focused effort will be placed on providing English skills so that individuals with degree and credentials in their native countries will qualify for employment in the fields for which they have been trained. The desired outcome from the workforce training under this title will be unsubsidized employment in high demand sectors and occupations that lead to economic self–sufficiency.

All students in the Integrated English Literacy and Civics Education Programs, as well as students from all other Title II funded programs, may be co–enrolled in other workforce development system programs and receive services concurrently from several partners.

Funding under this title will be awarded based upon the criteria for evaluation of programs applications contained in Section 243 of WIOA.

An evidenced–based pathway approach will be the framework for Integrated English Literacy and Civics Education. Team planning and teaching will be critical in ensuring the contextualization of the skills to master the English language and become a productive citizen with sustainable employment. The in–demand occupations will be targeted in each regional and local area. Specifically, the provider will deliver contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The curriculum will include an overview of important dates/events in U.S. history and their significance to current events, as well as an overview of the U.S. government at the federal, state, and local levels.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

Alabama Community College System Adult Education Division will establish and operate Integrated English Literacy and Civics Education programs by offering a competitive, multi–year (three year) Request for Funding Proposal (RFP) process specifically for Integrated Literacy and Civics Education funds. Funding will be allocated, competed, and distributed according to the

process described in the Title II distribution of funds Common Elements section of this plan and will comply with the requirements of Subpart C section 243 of WIOA.

Each program that receives funding under this section shall be designed to— (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in–demand industries and occupations that lead to economic self–sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Alabama Adult Education Division will consider the ELL population in each service area. The eligible provider must demonstrate the need and services to be provided which aligns with the mission of the combined state plan and the requirements under WIOA. The funds will target those areas that have a large population of English language learners and provide the skills to improve one's abilities to read, write, speak the English language, and become a productive citizen with sustainable employment.

3. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Integrated English literacy and civics education is defined as educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These types of services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and include workforce training.

An evidence–based approach using the framework of Integrated Career Pathways will be used for the non–skilled or skill deficient adults in our state who are non–native English language learners. Instructors from the ELL program and the technical education programs will be identified to provide an integrated instructional model to effectively and efficiently train the adult participants. The program will be a bridge that seamlessly prepares our ELL adults for employment opportunities like any other career pathway program in our state.

Eligible providers must demonstrate in their request the manner in which the program will be delivered in combination with integrated education and training for career pathway activities. These activities will be provided through collaboration with WIOA and other community partners and can exist in a variety of ways. If a skills gap closure is necessary, an eligible provider can on-board student interest by offering an opportunity for work-based learning as a pre-apprentice until the gap is closed and a student is able to meet the qualifications of credited courses. In the event a student

can meet the obligations of postsecondary credit, eligible providers can demonstrate effective work-based learning through apprenticeship. In any event, eligible providers must utilize all aspects of the state plan including eligibility for services, provisions of education, relativity of work, and credential obtainment directed by competency models created and enforced by Technical Advisory Committees representing each workforce region and governed by the Governor's Office of Education to Workforce Transformation (GOEWT).

4. Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Eligible providers will design programs that deliver the activities under WIOA including the integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers. Providers must prepare English Language Learners for unsubsidized employment in demand industries and occupations that lead to economic self–sufficiency. The activities of the program must reflect the needs of the local, regional workforce area. Civics education is an integral part of the English language acquisition services for the ELL population. An emphasis is placed on contextualized instruction in the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge they will need to become active and informed parents, workers, and community members. English literacy and civics education classes introduce students to civics–related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. The skills learned in these classes strengthen the ELL adult's ability to be an active participant and contributor to our communities and economies.

An increased emphasis on college and career readiness will be extended to the ELL and EL Civics programs. Integrated Education and Training (IET) pathway activities will include preparation of ESL/EL Civics for employment opportunities in the demand industries and with full coordination with the local workforce system. Providing targeted IET professional development to the ELL/EL Civics instructors will be crucial in preparing the English language acquisition population to be an active participant in the college and career readiness initiatives of the state. Program design will be based on an assessment provided by the Alabama Department of Labor that concludes those job opportunities in each local regional area that are deemed high-demand, high-wage, or high skill and/or included on a career pathway leading to a job of the same requirement. Occupations are vetted through a star rating system in which jobs must maintain demand for a minimum of ten years, must include a wage that is 70% of the median average for the region in which it exists, and must require more than a high school diploma. Program alignment for adult education students may also include occupation training via apprenticeship in a program that does not match these qualifications but is considered a stepping-stone toward inclusion in a particular career cluster. Occupations must lead to a credential of value as determined by the Governor's Office of Education and Workforce

Transformation (GOEWT) under the authority of each career cluster's Technical Advisory Committee (TAC).

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Alabama Adult Education Division reserves the right to use funds made available under section 222(a)(2) for the required State leadership activities outlined in section 223 (such as the support of State or regional networks of literacy resource centers; the development and implementation of technology applications; the development and dissemination of curricula, including curricula incorporating the essential components of reading instruction, developing content and models for integrated education and training and career pathways). Not more than 12.5% of the grant funds made available will be used to carry out these adult education and literacy activities to develop or enhance the adult education system of the State. The following activities will be supported through State Leadership funds:

1) Support in alignment of adult education and literacy services with one–stop partners and the core programs. Local programs will align with local one stop partners to ensure that contextualized basic academic support is embedded in training designed to prepare the job seeker/student with the employability skills needed to be successful in achieving or sustaining gainful employment. There will be a seamless support of services between the partners. These funds will be used to cover the instructional costs for supporting these efforts. In an effort to braid funds to quickly satisfy educational obtainment for students and support career pathways, the Alabama Community College System will pre-qualify the eligibility requirements of adult education students for Title I individual training funds. This will be done through the completion of an application developed by the Workforce Development Boards with final confirmation of eligibility determined by the Career Centers.

2) Establishment and continued operation of high quality professional development programs to improve the instruction provided pursuant to the local activities required under Section 231 (b) including instruction incorporating the essential components of reading instruction, instruction related to the specific needs of adult learners, and dissemination of information about best practices and research– based models for improving teacher effectiveness and quality of instruction.

a. Professional development targeted to models of integrated education and training, career pathways, and bridge programs that can prepare students for success in postsecondary education, training activities, and sustainable employment.

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b. Professional development on how to design instructional activities that incorporate support services that will increase student persistence.

c. Professional development for implementing team teaching and planning methods which includes exit points with industry recognized certificates and credentials along the way.

3) Technical assistance to the local programs for compliance under the WIOA Title II requirements and the other parts of the law that describe the common performance measures and roles of the partners as related to state and local areas.

a. Assistance in the use of technology in both administrative and instructional formats to increase effectiveness and efficiencies

b. Leadership training for program directors will be used to enhance their abilities as administrative and instructional leaders.

c. Assistance in using data to inform programmatic, instructional decision making. Leadership funds will allow for any upgrades that will be needed for reporting common measures and assessing the performance of the program. Training on the Alabama Adult Education System of Accountability and Performance (AAESAP) will be provided on an annual basis at the summer conference and as needed periodically throughout the year on rollouts.

4) The state will provide grantee oversight to include data monitoring, site visits, and a program improvement process for low performing grantees.

Alabama Community College System, Adult Education will ensure that the requirements of section 223 are followed. Alabama Community College instructional staff and Adult Education are working together with the fiscal agent providers of adult education and career centers to expand Integrated Education & Training Career Pathway models. State level and local level staff have reviewed other states' models regarding the development of integrated education and training and career pathways at all educational levels. Currently there are several adult education career pathway models underway in the state with close partnership with the community college and the local workforce investment board. In addition, multiple college providers are working internally with college faculty and adult education staff to create and establish pathway programs which provide multiple program options. Research, best practices, and strategies for creating and sustaining career pathway models are being disseminated through various professional development methods. Several Community College Presidents, in conjunction with local college and workforce investment board leadership, have been developing and refining their processes for implementation. The regional workforce councils are also very supportive of the career pathway programs, essential skills training, apprenticeships, and the contextualized academic instruction. Creatively incorporating integrated education & training in a career pathway will be central to successful transition to sustainable

employment. Adult Education is part of the Alabama Community College System creating those linkages to sustainable employment by integrating the basic academic and technology skills instruction to assist participants in the successful completion of training, attainment of a high school equivalency (if without) and the attainment of livable wage occupation upon program completion.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The Alabama Adult Education Division reserves the right to use funds made available under section 222(a)(2) for any of the following permissible State leadership activities outlined in section 223 (such as the support of State or regional networks of literacy resource centers; the development and implementation of technology applications; the development and dissemination of curricula, including curricula incorporating the essential components of reading instruction, developing content and models for integrated education and training and career pathways,). Not more than 12.5% of the grant funds made available will be used to carry out these adult education and literacy activities to develop or enhance the adult education system of the State.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

WIOA common measures along with other measures established by U.S. Department of Education, Office of Community, Technical and Adult Education will be used to assess the quality and performance of the providers. In addition to these measures, the programs will also be evaluated on state established goals for enrollment, overall academic level completions, attainment of high school equivalencies and/or the attainment of a credential deemed valuable by industries in local regional areas and throughout the state of Alabama. Local eligible programs are responsible to meet all programmatic goals and outcomes that are set by the state. Performance outcomes for each provider will meet or exceed the levels of performance for the common measures set forth under WIOA and the measures established by the National Reporting System performance indicators for Title II Adult Education. The effectiveness of grantees in achieving continuous improvement toward meeting the measures will be continuously evaluated. The performance outcome measures shall consist of the following core indicators:

(1) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(2) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

(3) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(4) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and

(5) The indicators of effectiveness in serving employers established pursuant to clause (iv).

Performance Accountability: In addition to the above outcome measures, the ACCS Adult Education Division has established goals for enrollment, academic performance, high school equivalency, and for the number of stackable, industry-recognized certificates and credentials earned by students. Each provider receives their portion of the state goal based on the most recent U.S. Census Bureau's American Community Survey (ACS) five-year estimate of the population 18 and over without a high school diploma and other specialized populations as suggested by the Governor's Office of Education and Workforce Transformation (GOEWT). All aspects of performance goals and expectations for adult education can be visualized and analyzed through the detailed data dashboards and reports in the Alabama Adult Education System for Accountability & Performance (AAESAP) which is Alabama's version of the federal Management Information System. Continuous improvement in the implementation of research-based, evidence-based best practices in the field of adult education is an enduring process within the state.

The monitoring and program evaluation process is defined as follows:

Monitoring is the annual, systematic tracking of adult education program implementation. It consists of examining the progress made in the program against the agreed upon goals set forth in the application for funds. Monitoring also provides the opportunity to make constructive suggestions or recommendations. It employs systematic collection of data and on–site observations by providing stakeholders the extent of progress and achievement of objectives, proper and lawful use of funds, and compliance with federal and state level policies and guidelines. The ACCS, Adult Education Division, is responsible for the development and updating of the monitoring instruments. A copy of the instruments is provided to local programs annually, and prior to a monitoring visit, so programs can complete self-evaluations. Effective monitoring strategies will involve an observation of program scheduling and creation as it relates to the ever-changing needs of an adult ed population group as well as the wrap around services anticipated to help adult learners make workforce-ready progress through these programs.

Risk Assessment: Review the AAESAP MIS Dashboard provides a real time picture of each grantee in all performance measures. All grantees are reviewed, at a minimum, annually, either by desktop/virtual or on-site monitoring. Each local program will receive an on-site monitoring review at least once within the grant period. The order of the monitoring is based on a program

performance ranking. The ranking identifies programs at greatest risk of not meeting program goals, which establishes the monitoring order.

The various methods of evaluation and monitoring can be performance independently and/or a combination thereof, to include:

Desk–top/Virtual Monitoring: Through continuous, routine data collection, review of the MIS performance dashboard, and reports from providers, desk-top monitoring informs state staff how a grantee is performing against expected results. Structured desk-top reviews are conducted with each local program. The review is followed by the local program developing a plan for continuous improvement, as a result of observations made during the review. A follow-up to the improvement plan is made via conference call. Once the improvement plan has been implemented, the state gauges progression of the plan with a follow-up desk-top/virtual monitoring.

On-Site Monitoring: Program Management; Recruitment, Orientation and Intake; Retention, Assessment, Curriculum and Instruction; Transition and Support Services; Professional Development; and Program Performance shall be assessed using an ACCS-approved monitoring instrument.

The scope and depth of the evaluation and monitoring visit will be decided and be implemented in a way that allows ACCS/AE to determine the provider's ability and willingness to meet the intents and purposes of the *Adult Education and Family Literacy Act*, the requirements of the *National Reporting System for Adult Education* (NRS), and this plan. On-site program monitoring will be conducted by ACCS state staff who may be accompanied by a local provider.

The program's performance in each area or module of the monitoring tool (which can be found on the "Help/Resources" page of AAESAP) will be rated using the following scale:

5 **Exemplary:** Consistently present and could be shared as a model.
4 **Accomplished**: Present the majority of the time and of generally high quality.
3 **Needs Improvement**: Present to some degree but lacks quality and consistency.
2 **Not Evident:** Unable to identify evidence of compliance.
1 **Not Applicable:** The question does not apply.

The ACCS shall provide a copy of the documented monitoring report within fourteen (14) business days following the conclusion of the visit. The local provider shall respond within fourteen (14) business days of receiving ACCS's written report. The written evaluation and monitoring report will address specific findings and observations.

- **Findings:** Discoveries that are deviations from, or non-accomplishment of, those details or stipulations that impair the accomplishment of the intent and purposes of the Adult

Education and Family Literacy Act, this plan, or initiatives directed by the Chancellor. Findings require a response and a remedy.

- **Observations**: Discoveries that may help improve those details or stipulations that may help achieve the intent and purposes of the Adult Education and Family Literacy Act and this plan, thus enhancing continual program improvement.

In some cases, agencies/organizations/institutions may be required to submit a program improvement plan or require additional monitoring such as:

- **Targeted Monitoring:** Targeted monitoring is performed to follow-up and verifies the satisfactory completion of findings identified during the performance of on-site monitoring. ACCS officials shall conduct a targeted monitoring visit after receipt of the provider's response addressing findings. The targeted visit shall be at a time when the provider has had time to implement and evaluate the remedy. Described measures, such as indicators of program quality, ensure that program services and activities take into account the findings of program reviews and evaluations.

Technical Assistance: A relationship between the ACCS/AE, contracted expert, or a local adult education director/teacher possessing specific technical/content knowledge and who provides information to address an identified need of a local adult education provider.

- Technical Assistance goals are designed to utilize recognized 'best practices" by adult education programs or individuals seeking answers to specific questions or problems identified during monitoring or evaluation visits.

- Technical Assistance relationships are program-focused, and may use an interactive, on-site/hands-on approach as well as telephone or email assistance.

- Technical Assistance delivery is generally short in duration and usually takes place as result of findings during monitoring or evaluation, or a request from a local provider, or as a result of policy changes.

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Certifications
States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**

2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**

3. The State legally may carry out each provision of the plan. **Yes**

4. All provisions of the plan are consistent with State law. **Yes**

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. **Yes**

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

Certification Regarding Lobbying
Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall

complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Alabama Community College System**

Full Name of Authorized Representative: **Dana Wolfe**

Title of Authorized Representative: **State Director of Adult Education**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

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Assurances
The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). **Yes**

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. **Yes**

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. **Yes**

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities. **Yes**

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**

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Section 427 of the General Education Provisions Act (GEPA)

Instructions: In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions.

Alabama Adult Education, administered through the Alabama Community College System, serves an educationally, culturally, and socio economically diverse population of adults. The Adult Education Division is strongly committed to equal access and treatment for all adults served through their programs or employed by the system. It is the official policy of the Alabama Community College System that no person shall, on the grounds of race, color, gender, religion, creed, national origin, age, or disability, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any program, activity, or employment. The Alabama Community College System 800 Policy Series on Non-Discrimination states: "no student shall be discriminated against on the basis of any impermissible criterion or characteristic including, but not limited to, race, color, national origin, religion, marital status, disability, gender, age, or any other protected class as defined by federal and state law". An example of how this provision is enacted— the Human Resource Department for the Alabama Community College System places the following statement at the end of every position announcement:

THE ALABAMA COMMUNITY COLLEGE SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER.
The Alabama Community College System is an equal opportunity employer. It is the policy of the Alabama Community College System, including all postsecondary community and technical colleges under the control of the Alabama Community College System Board of Trustees, that no employee or applicant for employment or promotion, on the basis of any impermissible criterion or characteristic including, without limitation, race, color, national origin, religion, marital status, disability, sex, age, or any other protected class as defined by federal and state law, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

New grant applicants that apply for Title II Adult Education and Family Literacy Act (AEFLA) funding under the Workforce Innovation and Opportunity Act (WIOA) are required to address GEPA section 427 during the competitive Request for Funding Proposal (RFP) application process scheduled for 2021. The entire document will continue to be embedded in the RFP application to be completed by each applicant.

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.
Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

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We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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C. Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Professional Staff Development.

1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

Alabama's Wagner-Peyser Employment Service (ES) program utilizes a variety of resources for it's professional development activities. Bedrock of this professional development is the Alabama State Personnel Department which offers a variety of courses such as: interview and selection; performance appraisal; presentation skills; and dynamics of supervision to ensure the selection of quality staff, properly motivated to perform with a high level of interpersonal skills seeking continuous improvement in their role as workforce professionals in the ever-evolving workforce arena. In this era of record low unemployment and record high employment ES professionals must intensify outreach/recruitment to those not in the labor force, lacking skills and possibly facing barriers to employment in order to sustain an adequate viable labor pool for employers. Many of these recruited will require intensive services in order to identify and prepare a career pathway. Each staff member has this training plan in their individual file which is reviewed periodically for a "refresher".

Recent implementation of an Employee Educational/Orientation Training program featuring videos focuses on basic training for new employees and a resource for seasoned staff is expected to improve staff understanding and investment in their role while lowering staff attrition and promoting professionalism.

Staff members are afforded the opportunity to attend Southeastern Employment and Training Association (SETA) conferences twice a year to learn the latest in workforce development programs, best practices and skills training. The State also offers an annual Workforce Development Conference offering plenary sessions and workshops featuring National, State and local workforce leaders with expertise and best practices to share with Career Center staff.

Veteran's Employment and Training is provided continuously by the National Veterans Training Institute (NVTI) in Dallas, Texas for VETS LVER and DVOP staff. ES is partnering with VETS to leverage and utilize excess training slots for Wagner-Peyser staff. Additionally, ADOL-ETA and Workforce GPS training webinar offerings are made available to One-Stop staff for live participation or viewing of recorded programs later.
Professional development programs are being evaluated to provide Career Center staff professional training and certification in the field of workforce development. This will include skills in career

resources, career exploration, career planning, career development, interviewing, resumes, assessment, case management, job search, job development, job placement and employer outreach services.

Finally, in-house training developed and presented by seasoned professional leaders is increasing. Partners are sharing in the cost of this training as staff become more cross trained and diversified across programs.

2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program, and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

One-Stop Career Center staff meetings of all partners are periodically conducted to share information and cross-train staff. Wagner-Peyser ES staff members are cross-trained on UI eligibility issues and are responsible for conducting the UI work test and, more recently, have been designated as responsible for the UI eligibility assessment portion of the Re-Employment Services and Eligibility Assessment (RESEA) program. Other core programs, including WIOA Title I staff, are aware of UI eligibility issues through One-Stop staff meetings. UI has developed a desk-aid for One-Stop staff use in identifying potential eligibility issues. Additionally, UI has developed a power point presentation for Center staff that is available on their desk-top. Wagner- Peyser ES management works closely with Unemployment Insurance management to provide continuous training to One-Stop staff on UI program changes that may affect eligibility.

b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through One-Stop centers, as required by WIOA as a career service.

Information, both written and verbal, on filing a claim for unemployment compensation is available in the reception area/front desk in all one-stop centers where client service needs are assessed and identified. Telephone and internet computer access for filing claims are provided in One-Stop Center resource rooms. Individuals needing assistance in filing claims are provided staff-assistance by Wagner-Peyser resource room attendants.

c. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

As part of the "work-test" to ensure UI claimants required to conduct a work search are available and seeking employment, Wagner-Peyser staff reach out to UI claimants early and often in their claim, either electronically, by phone, and/or by mail to apprise of one-stop career center services and encourage visiting their nearest center for reemployment assistance.

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UI claimants profiled and selected for the Reemployment Services and Eligibility Assessment (RESEA) program targeting those most likely to exhaust benefits are mandated to come to a center for mandatory reemployment services to include: (1) orientation to all services, including self-service; (2) provision of labor market and career information; (3) development of an Individual Reemployment Plan (IRP) that includes work search activities such as assessments, counseling, training, resume preparation, and job search; and (4) eligibility assessment to ensure claimants are complying with mandated work search requirements.

My Reemployment Plan, a tool endorsed by the US Department of Labor is the cornerstone to engaging and preparing claimants for their next job. A My Reemployment Plan workbook is provided to each participant at the initial group orientation to career center services. The workbook and a video series are also available on desktops of resource room computers and staff computers in the career center for ease of access. Headphones are available for individuals wishing to work through the video series in the resource area. Group orientations begin with the video "Introduction to My Reemployment Plan" to provide an overview of the program and establish the linkage between the workbook and the videos. This gives claimants a sense of ownership and an active role in their Reemployment Plan.

Wagner-Peyser staff are familiar with the workbook and videos and in the one-on-one interviews with claimants to develop an individualized reemployment plan can identify areas of these resources that can be utilized to overcome identified needs and barriers and strengthen job readiness. Claimants are encouraged to take part in Microsoft training available through NorthStar credentialing series and be evaluated for the National Career Ready Certificate as they seek to return to stable employment.

UI claimants not selected for RESEA may receive many of the same reemployment services through the Wagner-Peyser grant and the state funded Claimant Assistance Program. Other unemployed individuals have available many of these same reemployment services as determined appropriate with their needs determination by interview and assessment with Wagner-Peyser staff. Where possible, these individuals are encouraged to participate in the RESEA group orientation and are provided a workbook.

d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

2. Registration of UI claimants with the State's employment service if required by State law;

Alabama State Employment Services (ASES) has an integrated workforce registration system that captures and shares common information from both UI and Wagner-Peyser in establishing a labor exchange registration for all UI claimants in the state's data system.

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and
Wagner-Peyser staff members are trained in administration of the work test for UI claimants, including making eligibility assessments. As possible availability issues are detected during interviews with UI claimants, they are reported to UI staff for adjudication. Wagner-Peyser staff members also provide staff-assisted reemployment services to include job search and placement services.

4. Provision of referrals to and application assistance for training and education programs and resources.

Generally, Wagner-Peyser are the first staff customers see when coming into a career center. Wagner-Peyser staff complete an initial assessment through a seated one-on-one interview. Wagner-Peyser staff are trained to recognize clients, including UI claimants, needing credentials, education and training services and/or resources in order to acquire skills leading to high demand, high wage career paths. They are also trained to provide referral and application assistance to customers as they navigate through the system to reach their reemployment goal.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include—

1. Assessment of Need.
Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Alabama is not identified by the U.S. Department of Labor as a significant Migrant Seasonal Farm Worker (MSFW) state, or among states with the highest estimated MSFW activity, relative to the MSFW program.

A review of the latest available statistics from the United States Department of Agriculture, National Agricultural Statistics Service (NASS) 2012 Census of Agriculture revealed the number of farms in Alabama decreased significantly (-8.9%) since 2012 to number 39,700 in 2018. While all size categories registered losses, the steepest declines were found among smaller farms (less than 180 acres) which shrank 3%. Farms with 180 acres or more declined 0.5% during this period. Farm

acreage also decreased (-1%) during this period. Agricultural employers number an estimated 2,200 in the state. During PY 2018, an estimated 225 agricultural job orders for almost 1,800 agricultural job openings were placed in Alabama Job Link, the state's automated labor exchange. It is projected that PY 2019, job orders and job openings will remain unchanged or increase slightly from the preceding year. The slight increase in agricultural job orders seem to be from a shortage of US workers available for farm work, most noticeably over the past two seasons.

An attempt to review and analyze agricultural hired farm labor, to include the number of MSFW employed and possible labor shortages in these labor-intensive crops, found only summary total agricultural labor numbers available in the United States Department of Agriculture, National Agricultural Statistics Service (NASS) 2012 Census of Agriculture. Detailed information was not found available by crop for labor. Lacking data on hired farm labor, estimates available through the Labor Exchange Agricultural Reporting System (LEARS) as determined in collaboration with WIA/MSFW grantee (Telamon Corp.), Alabama Livestock and Crop Reporting Service, Extension Service and Alabama Job Link were used to estimate the number of MSFWs in Alabama at approximately 1,400.

The estimated number of MSFW in PY 2018 appears to be up slightly from the previous year's estimates owing to more new farms. Previously we reported that the shift to more mechanized planting and harvesting and less labor-intensive crops had declined significantly. Although not significant, there has been a noticeable increase from 2016 through 2018. No significant change in MSFW is expected in the State in PY 2019. During PY 2018, it is estimated that sixty-five (65) MSFW registered for work in Alabama Job Link (AJL).

Assessment of MSFW numbers and needs, while difficult to ascertain, have been estimated from information and input from many sources such as WIOA/MSFW 167Grantee (Telamon Corp.), Alabama Livestock and Crop Reporting Service, Extension Service and other knowledgeable sources.

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

The number of acres harvested for crops in Alabama, where historically MSFWs may be employed because of the crop's need for hand harvesting, hand planting or both, have also declined, however, Alabama has shown a moderate increase in agricultural job orders due to the shortage of US workers available over the past two to three seasons. These crops and acreage are: Sweet Potatoes - 2,800; Potatoes -1,300; Tomatoes - 1,400; Sweet Corn - 2,200; Vegetables - 24,000; Watermelons - 3,300;

and Peaches - 4,000 (Tons). Overall, total acreage for these labor-intensive vegetable crops has also decreased over the last few years as many growers have switched to crops such as peanuts and feed corn which are highly mechanized in their production, previously necessitating the need for fewer agricultural manual workers. As stated previously, the slight increase in agricultural job orders seem to be from a shortage of US workers available for farm work, most noticeably over the past two to three seasons as well.

B. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the
U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

As a non-significant MSFW state, ASES cooperates and works closely with Telamon, WIOA 167 Grantee, to outreach, identify, and serve the state's MSFWs. Through this agreement with Telamon, ASES is able to achieve many of the state's outreach goals and determine needs to include employment, training and housing.

In PY 2018, Telamon (WIOA 167 grantee), renewed its partnership with One-stop Career Centers and with co-location in four (4) centers (Montgomery, Mobile, Dothan and Huntsville), will require registration of all farm workers who enter through the WIOA, Title I, Section 167 door into Alabama Job Link, the state's labor exchange system. The possibility of additional co-locations is also being explored. This collaboration is expected to increase the number of MSFW registered in AJL in PY 2019.

Through this agreement ASES and Telamon Corporation work cooperatively to combine resources for more efficient service delivery to MSFWs. This includes the provision of employment, training and housing assistance. ASES One-stop staff members make every effort to ensure appropriate resources are made available to MSFWs. Services may include assessment, counseling, job development, job referral, training, support services and job placement assistance.
Telamon and ASES plan to have regularly scheduled meetings with ALFA, The Alabama Coop, Alabama Department of Agriculture, and various other farm related agencies and several farmers have volunteered to participate in an effort to better reach farmworkers.

In consideration of agricultural industry and employment trends, and the small number of MSFWs in the state, the available resources for outreach would appear sufficient. It appears that MSFW's

nationalities are mostly Hispanic, however, Alabama is starting to see more farm workers from a variety of other countries. Most notably South Africa, Haiti, Honduras and Romania.

2. Outreach Activities

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

One-Stop Career Center outreach activities will assist in providing timely information to partner agencies and Workforce Development Boards about special employment, training, economic and educational needs of MSFW and their families. Outreach activity will interface with the WIA 167 grantee activities to assure all resources and assistance available to MSFW and their families is accessible. This coordination of service is assured and enhanced through the collaboration and, in some instances, co-location of WIA 167 grantee staff in One-Stop Career Centers.

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

Intensive efforts will be made to contact MSFW whose residence is in the local Career Center area served and those that migrate into the area that are not aware of the Center(s) or services available. In an effort to make sure that farmworkers are being informed of resource available to them, the state MSFW Monitor Advocate will continuously conduct outreach and reach out to all available resources related to MSFW program. Among these resources are the state's One-Stop Career Centers. The Monitor Advocate will visit and inform Center staff of the MSFW program and their responsibilities to outreach and provide services. Pre seasonal canvassing will be conducted by Career Center staff with leads provided from the State Monitor Advocate to determine anticipated MSFW population in local Center areas. Career Centers contact individuals and groups to identify, offer and provide services to these individuals not reached by usual Career Center intake activities.

As part of the outreach, MSFW will be informed of their rights to full Career Center services and invited to the local Center for registration, orientation, and assessment in accordance with ADOL/MSFW regulations. Services, including job referral, job development, as well as referral to other service agencies to include WIOA for possible individualized and training services, will be provided. Appropriate information will be directed to MSFW informing them of their rights, including the complaint process, under various Federal and State laws, as well as directives of service agencies in the community. Handouts will be provided to each person contacted advising them of this information.

Telamon, (WIOA 167 grantee) partnering with the Career Centers also performs outreach registering farmworkers in Alabama JobLink (AJL) who may be eligible for additional American

Job Center services through the Career Center system. Telamon is currently co-located in four (4) Centers (Montgomery, Mobile, Dothan and Huntsville) with possibility of additional co- locations being explored. Through this partnership Career Centers and Telamon Corporation work cooperatively to leverage resources for more efficient service delivery to MSFWs. This includes the provision of employment, training and housing assistance. Career Center One-stop staff members make every effort to ensure appropriate resources are made available to MSFWs. Services may include assessment, counseling, job development, job referral, training, support services and job placement assistance.

The activities to promote interagency cooperation the SMA speaking at Alabama Farm Bureau meetings, regional, state, and, county. Also meeting with County Cooperatives, County and state young farmers groups, and, And Alabama County farmers chapter meetings. Visiting U.S. Department of Agriculture offices statewide as well as NFJP Grantee corporate office for the latest updates on MSFW activities in all areas throughout the state.

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

All core programs including UI will engage staff members in annual training designed to inform staff members of the needs, services, activities, and outreach efforts to assist MSFWs and other farmworkers who may need assistance. Training will be coordinated by Wagner-Peyser outreach staff and Telamon staff to ensure current information and resources are included in the staff trainings. One-Stop Career Centers maintain information, technological resources, and assistance contact information to provide technical assistance outreach workers. Designated staff members will attend state, regional and national conferences to stay abreast of current training, resources, and information needed to provide effective and efficient assistance for MSFWs and other farmworkers who may need services. Intensive efforts will be made to contact all MSFW whose usual residence is in the local Center area and those that migrate into the area that do not contact Career Centers for service. MSFW will be informed of their rights to full Career Center services and invited to the local Center for registration, orientation, and assessment in accordance with ADOL/MSFW regulations. Services, including job referral, job development, as well as referral to other service agencies to include WIOA for possible individualized and training services, will be provided. Appropriate information will be directed to MSFW informing them of their rights under various Federal and State laws, as well as directives of service agencies in the community. Handouts will be given to each person contacted advising them of this information.
Bilingual regular and outreach staff, if possible, will be assigned to offices where substantial proportions of MSFW are primarily fluent and/or literate in Spanish, but not in English.

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

All core programs including UI will engage staff members in annual training designed to inform staff members of the needs, services, activities, and outreach efforts to assist MSFWs and other farmworkers who may need assistance. Training will be coordinated by Wagner-Peyser outreach staff and Telamon staff to ensure current information and resources are included in the staff trainings.

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

Merit staff outreach workers are provided professional development activities to ensure they are able to provide high quality services to both jobseekers and employers. Bedrock of the professional development activities are courses taught by the Alabama State Personnel Department which include presentation skills, public speaking, and interviewing and selection.
Professional development programs are being evaluated to provide Career Center staff professional training and certification in the field of workforce development. This will include skills in career resources, career exploration, career planning, career development, interviewing, resumes, assessment, case management, job search, job development, job placement and employer outreach services.

Outreach staff training also leverages one-stop partner Veterans Employment and Training Services (VETS) Program - National Veterans Training Institute (NVTI) training for LVER. This training closely tracks WIOA-BSR outreach training and is conducted periodically at in-state venues as well as National Veterans Training Institute (NVTI) in Dallas. Staff members are also afforded the opportunity to attend Southeastern Employment and Training Association (SETA) conferences twice a year to learn the latest in workforce development programs and skills training. The State also offers an annual Workforce Development Conference offering plenary sessions and workshops featuring National, State and local workforce leaders with expertise and best practices to share with Career Center staff.

Additionally, Workforce GPS training webinar offerings, to include MSFW training, are transmitted to One-Stop staff for live participation or viewing of recorded programs later.
The State Monitor Advocate visits Career Centers on a regular schedule and conducts training for staff on the MSFW program.

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

ASES Career Center staff members have a working partnership with Telamon Corporation, the 167 Grantee. Coordination of outreach efforts is assured through regular meetings and communication and is further enhanced through the co-location of WIA 167 grantee staff in selected Career Centers. A cooperative, coordinated effort is pursued to minimize duplication of services and maximize the number of MSFWs contacted. As MSFW are contacted, their needs are assessed and, those in need of Career Center services are referred and encouraged to visit for assistance. Services may include assessment, job referral, job placement, job development, counseling, training, support services, and information on unemployment insurance. Also, ASES, Telemon, and ALFA, have agreed to have quarterly meetings to discuss ways to effect overall improvement of the MSFW programs and services.

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.
Describe the State agency's proposed strategies for:
Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:
How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers; and
How the State serves agricultural employers and how it intends to improve such
services.

Pre-seasonal canvassing is conducted by local Career Center staff with leads provided from the State Monitor Advocate to determine anticipated MSFW population in local Center areas. Career Centers will conduct outreach activities to identify MSFW and services needed. Individuals and groups are contacted to offer and provide services to those not reached by usual Career Center intake activities. Telamon, partnering with the Career Centers, registers farmworkers in Alabama JobLink (AJL) who may be eligible for and in need of additional services through referral to the Career Center system. Career Centers strive to ensure that MSFWs are afforded the same basic, individualized and training services available to all clients. Agricultural employers continue to be reached by ASES as part of the Work Alabama program, focused on helping farmers find and hire temporary agricultural workers. Agricultural employers are encouraged to place job orders in Alabama Job Link. Career Center staff will assist in referring farm laborers.

A. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

Telamon, the 167 Grantee partnered with ASES, coordinates outreach efforts that will assure through regular meetings, communication with farmworkers and advocacy groups to include information on the complaint system. In addition, co-location of WIA 167 grantee staff in selected Career Centers will ensure the successful distribution of information to MSFWs visiting Centers. Telamon, the 167 Grantee, assists migrants and seasonal farm workers in the State of Alabama. Its

two primary objectives are: (1) to help farm workers seek alternatives to agricultural labor; and, (2) to improve the agricultural lifestyle of those who wish to remain in agriculture.

Agency staff and Telamon workers educate farmers regarding the posting of DOL migrant and seasonal farmworker posters and literature addressing farmworker rights, to include terms and conditions of employment, in visible high traffic areas such as check-in areas and break-rooms. Staff members also notify other State agencies that may serve Migrant Seasonal farmworkers of this information as well.

In a collaborative effort, ASES works with local partner agencies to ensure that farmworkers reached through outreach are informed and encouraged to visit their local Career Center where they can have access to the full complement of services offered by the Alabama Career Centers. Staff in each Center work cooperatively to ensure information on each agency's services is available to MSFWs upon visiting a Center. This includes information on the complaint system. Some of the agencies, ASES, and Telamon partner with are local community action agencies that offer assistance with paying utility bills, local food banks that supplement food needs and health departments/agencies that may help with free or low-cost health and dental care.

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

The Agricultural Recruitment System (ARS) is integrated into the Career Center System's operating system, Alabama Job Link (AJL). Agricultural job orders may be placed directly into the system by employers or placed into the system with assistance of Career Center staff. Brochures on "The Agricultural Recruitment System: An Agricultural Worker's Guide" and "The Employer Guide to participation in the H-2A Temporary Agricultural Program" will be available and provided to agricultural employers. Brochures highlighting all of the services available to employers through Career Centers are provided to employers as part of the Career Center System marketing program.

State attention was focused on the agricultural sector in 2010-2011 with introduction of the Governor's "Work Alabama" initiative aimed at ensuring farmers have an adequate farm labor supply. This initiative required Career Center staff to identify, outreach and contact agricultural employers in the state to identify labor shortages and market Career Center services such as AJL, ARS and recruitment, and programs such as H2-A to ensure farmers an adequate agricultural labor supply. This relationship established between Career Centers and agricultural employers continues today and remains strong.

Additionally, the State Monitor Advocate will participate in meetings with farmworker organizations, county cooperatives, extension service, and others representing farmers to inform of and market Career Center System services, including ARS, H-2A programs to farmers. In a collaborative effort, Career Center staff work with partner agencies to ensure that farmworkers

reached through outreach are informed and encouraged to visit their local Career Center where they can have access to the full complement of services offered by the Career Center System. Staff in each Center work cooperatively to ensure information on each agency's services is available to MSFWs upon visiting a Center.

This includes information on the complaint system. Some of the agencies partner with local community action agencies that offer assistance with paying utility bills, local food banks that supplement food needs, and health departments/agencies that may help with free or low-cost health and dental care. Pre-seasonal canvassing is conducted by local Career Center staff with leads provided from the State Monitor Advocate to determine anticipated MSFW population in local Center areas. Career Centers will conduct outreach activities to identify MSFW and services needed. Individuals and groups are contacted to offer and provide services to those not reached by usual Career Center intake activities.

Telamon partnering with Career Centers, register farmworkers in Alabama JobLink (AJL) who may be eligible for and in need of additional services through referral to the Career Center system. Career Centers strive to ensure that MSFWs are afforded the same basic, individualized and training services available to all clients.

4. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

In a collaborative effort, ASES works with local partner agencies to ensure that farmworkers reached through outreach are informed and encouraged to visit their local Career Center where they can have access to the full complement of services offered by the Alabama Career Centers. Staff in each Center work cooperatively to ensure information on each agency's services is available to MSFWs upon visiting a Center.

This includes information on the complaint system. Some of the agencies, ASES, and Telamon partner with are local community action agencies that offer assistance with paying utility bills, local food banks that supplement food needs, and, health departments/agencies that may help with free or low-cost health and dental care.

B. Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.
In developing the Agricultural Outreach Plan (AOP) information and suggestions were solicited through survey of the WIOA 167 National Farmworker Jobs Program (NFJP) grantee (Telamon Corporation), and other appropriate groups, agencies, organizations to include: the Alabama Cooperative Extension System, Alabama Farmers Federation (ALFA), and Alabama Department of Agriculture & Industries. The State Monitor Advocate for MSFW was also provided an opportunity to review and comment on the AOP.

The items that follow are the suggestions received from the most recent survey and the State response:
Telamon - WIOA 167 National Farmworker Jobs Program (NFJP) grantee

Comment: Telamon, partnering with the Career center system and co-located in some Job Centers, will register farmworkers in Alabama JobLink (AJL) who may be eligible for additional American Job Center services through the Career Center system.
Response: Closer collaboration/coordination with partners serving MSFW should further outreach efforts allowing easier access to services, resulting in increased registrations, stimulation of dual enrollments with partners, and access to all services of the One Stop delivery system.

Comment: Need to be provided with referrals from One-Stop partners of individuals entering the One-Stop system who are identified as primarily dependent on farm work for their livelihood
Response: Increased awareness of One-Stop partners of specialized services, including educational and job training programs for individuals with agricultural farm work experience, should increase referrals resulting in better service to farmworkers.

Alabama Farmers Federation (ALFA)

Comment: Communication/Information on services available through Career Centers doesn’t always reach farmers and farm workers

Response: Outreach and networking through agricultural groups, agencies, organizations and in particular the WIOA 167 National Farmworker Jobs Program (NFJP) grantee should help ensure farmers and farm workers are aware of the services available to them through the Career Center system

Comment: Farmers don't always use the Career Center services available to them
Response: Outreach and networking through agricultural groups, agencies and organizations to promote awareness of services available and staff assistance if needed should encourage farmers to use these services

Alabama Cooperative Extension System

Comment: The extensive network of job centers located throughout the state, the itinerant point centers located in key locations and the outreach activities planned provide appropriate levels of support for employment and training services to MSFWs and agricultural employers.
Response: None

State Monitor Advocate
Comment: Better data on the number of farm workers in the state is needed
Response: Meetings with partners and organizations and agencies with agricultural interests will be pursued to explore means to improve estimates of farm workers in the state

C. Data Assessment.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

Planned progress in agricultural outreach in PY 2018, did not achieve all of the progress sought. Agricultural job orders received and Agricultural job openings received remained largely unchanged from the previous two years at 240 job orders and 2,000 openings. Based upon historical trends, ASES does not expect these trends in the agricultural sector or the numbers of MSFW to change significantly in PY 2019. This reflects minimal change in the number of farms and acres harvested in the state. The conversion to crops that are highly mechanized in their production also curbs the necessity for agricultural manual workers.

This trend is also reflected in the number of MSFW registering and seeking services through the Career center system. Those registered during the previous program year by quarter were: June 2017 - 98; December 2017 - 18; March 2018 - 35; June 2018 - 63; and September - 33. Of those served, indicators of compliance were met in referrals to employment, receipt of staff-assisted services, and

Career Guidance while compliance was not met in referral to support service, job development contacts, and job placement

D. Assessment of progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Achievement of the state's goals was initially hampered by transition of the Monitor Advocate position following retirement of the incumbent and hiring of a new Monitor Advocate. This disruption in continuity of service delayed many of the plans for outreach. The new Monitor Advocate and Telemon (167 Grantee), along with Alabama Career Center management and staff, have continued to pursue and increase the outreach efforts that are expected to net positive results. While too soon to tell if the increased efforts have made a significant improvement, with continued outreach and effort based on the current information, Alabama should see no less than an upward trend in outreach.

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate is a merit employee of the Alabama Department of Labor and was afforded the opportunity to review, comment, and approve the AOP.

Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; Yes
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

The AOP was also posted on the Commerce-WDD website for public review and comment. Although solicited, no additional information or comments were received.

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D. Title IV: Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [36] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

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

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The Alabama Department of Rehabilitation Services continues to have a State Rehabilitation Council which meets on a quarterly basis. Council membership is representative of most areas of the state and includes a cross section of disabilities and minorities. Local vocational rehabilitation advisory councils, created by the SRC to obtain direct consumer input at the local level and to provide easier access, continue to meet across the state, and SRC members continue to report on information or advice from these councils at each quarterly SRC meeting. The councils also continue to serve as recruitment grounds for future SRC members due to member training provided during meetings.

The SRC continues to advise the Designated State Unit or DSU on a variety of issues. Specific activities and advice of the SRC for FY 2019 include the following:

(1)At the time of the October 2019 SRC meeting, the SRC agreed with the goals and priorities in the State Plan with the following recommendations:

Recommendation: The Agency should add to Goal 1 that it will work with non-profit organizations to develop paid work experiences (work-based learning) with them for individuals with disabilities.

Agency response: The Agency accepts this recommendation and will implement it as soon as possible.

Recommendation: The Agency should add job retention to Goal 1.

Agency response: The Agency accepts this recommendation and will implement it as soon as possible.

[36] Sec. 102(b)(2)(D)(iii) of WIOA

(2)Review and comment on the Agency's CSPD. The SRC received information on the CSPD and recommended no significant changes to the recruitment or retention plan. The SRC also reviewed information on current training programs for VRS staff and consumers and recommended no significant changes.

(3) Review and comment on the VR Employer services. The SRC continued to work with the Agency on issues affecting employer services and made the following recommendation:

Recommendation: The Agency should work with the Governor to make the State of Alabama a model employer of individuals with disabilities.

Agency response: The Agency accepts this recommendation and will advocate through meetings with the governor's office and submission of examples of executive orders from other states who have taken part in similar initiatives.

Recommendation: The Agency should support state legislation that would implement WOTC at the state level.

Agency response: The Agency accepts this recommendation and will request approval from the ADRS Board to support this legislation. Once approval is received, ADRS will research similar legislation in other states and will advocate for implementation in Alabama.

Recommendation: The Agency should create a communication document that shows state benefits/resources for employers and aligns language and services among the different WIOA partner programs.

Agency response: The Agency accepts this recommendation and will work with other state workforce board members to create a document showing benefits/resources for employers.

(4)Review and comment on Impartial Hearing Officer List: The SRC continued to monitor the list for vacancies and recommend replacements where appropriate. The SRC approved a replacement IPO to the list for FY 2019.

Recommendation: Replace impartial hearing officer Joetta White with Laura Clemons.

Agency response: The Agency accepts this response and will implement it.

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(5)Review and comment on VRS Consumer Satisfaction Survey: No comments.

(6)SRC Training. Council members received training and/or informational materials on the following areas:

a. Business Relations Program
b. Deaf Satisfaction Survey Results
c. Full Life Ahead Foundation
d. Informed Choice
e. Medicaid Waivers

(7)Revision of SRC bylaws. No changes to the bylaws were made in FY 2019.

(2) <u>the Designated State unit's response to the Council's input and recommendations; and</u>
The DSU has accepted all of the SRC's recommendations as stated above.

(3) <u>the designated State unit's explanations for rejecting any of the Council's input or recommendations.</u>
The DSU does not reject any of SRC's input or recommendations.

(b) **<u>Request for Waiver of State wideness</u>**. When requesting a waiver of the state wideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

(1) <u>a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;</u>

Jointly Funded Pre-Employment Transition Specialist: There are 134 school districts in Alabama. All school districts are offered the opportunity for jointly funded pre-employment transition specialist through a partnership with ADRS. The Alabama Department of Rehabilitation Services enters into these third-party cooperative agreements with thirty-one local education agencies. These agreements are written and carried out in compliance with 34 CFR 361.28. The agreements provide for jointly funded pre-employment transition specialist to provide pre-employment transition services that are not typically or customarily provided by the LEA. These pre-employment transition services are designed to prepare students with disabilities to enter competitive integrated employment by identifying and exploring career interests, as well as, increasing individual independence, self-sufficiency and inclusion of students with disabilities, including those with significant disabilities, in their communities. Services provided by Pre-ETS Specialist are provided based on the individual needs of the student and may include: job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in

comprehensive transition or postsecondary educational programs, workplace readiness training and instruction in self-advocacy, which can include development of a peer mentoring program. Students served by this program include: Any student with a disability, 9th grade or age 16-21, who is eligible for or potentially eligible for Vocational Rehabilitation Services, upon referral from the VR Transition Counselor. State Unit approval will be obtained before services are initiated. All services will be provided in accordance with the agency's approved State Plan. The agency has on record that no federal funds are used by the LEA to provide their share of the services. LEAs with which third-party third cooperative agreements for Pre-Employment Transition Specialists are: Alabama Institute for Deaf & Blind, Alabama School for the Blind— Talladega County; Alabama Institute for Deaf & Blind Alabama School for the Deaf — Talladega County; Anniston City; Baldwin County; Bessemer City; Blount County; Clay County; Dekalb County; Escambia County; Etowah County; Fairfield City; Florence City; Gadsden City; Hale County; Haleyville City; Homewood City; Huntsville City; Lauderdale County; Limestone County; Marshall County; Monroe County; Pell City ; Piedmont City; Pike County; Shelby County; Sylacauga City; Talladega County; Tarrant City; Ft. Payne City; Mt Brook City and Walker County.

Jointly Funded Full Time Instructor: The Alabama Department of Rehabilitation Services entered into this agreement to mutually serve students with disabilities in the Pike County through cooperatively funding the professional services of one full-time nine-month instructor, housed at Charles Henderson High School and Troy/Pike Center for Technology. Instruction will be provided in an integrated classroom setting with peers who are not identified as students with disabilities and will focus on the area of pre-employment transition services. These pre-employment transition services, which are not typically or customarily provided by the LEA, will be provided in a group setting in a classroom or the community. The instruction of pre-employment transition services provided will be in the areas of: job exploration counseling, work- based learning experiences, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, workplace readiness training and instruction in self-advocacy. This instruction is designed to prepare students with disabilities to enter long term competitive integrated employment in high demand careers by identifying and exploring career interests, as well as, increasing individual independence, self-sufficiency and inclusion of students with disabilities in their communities. Students served by this program include any student with a disability enrolled at Charles Henderson High School and Troy/Pike Center for Technology, who is in the 11th or 12th grade, is eligible for or potentially eligible for Vocational Rehabilitation Services and has received a referral from the VR Transition Counselor, Special Education Teacher and/or school administrator. Course curriculum will consist of instruction in the following areas Basic Computer Skills, Financial Literacy, Problem Solving, Manufacturing, Job Acquisition. Course curriculum will also include

discussion of local high demand careers, labor market information and activities that may include community-based experiences.

Project SEARCH: Project SEARCH is a one-year internship program for students with disabilities in the last year of high school or with out of school youth. It is targeted for students and youth whose goal is competitive employment. The program takes place in a healthcare, government, or business setting where total immersion in the workplace facilitates the teaching and learning process as well as the acquisition of employability and marketable work skills. Students or youth participate in up to three (3) internships to explore a variety of career paths. The interns work with a team that includes their family, special education teacher and skills training instructor to create an employment goal, and to support the student during this important transition from school to work. The program is a cooperative arrangement between the employer, the Alabama Department of Rehabilitation Services, the Alabama State Department of Education, the Alabama Council for Development Disabilities the Alabama Department of Mental Health, the local school systems and most importantly the employers. For youth programs partners include post-secondary education, local workforce boards and area One-stop Career Centers. The program is currently available in the following areas: Montgomery, Birmingham, Hoover, Huntsville, Tuscaloosa, Shelby, Lauderdale, Sheffield, Decatur, Dekalb/Ft. Payne, Etowah, Marshall, Baldwin, Calhoun and two (2) programs in Mobile. When participating in Project SEARCH, the intern actually goes to the employment site each day as opposed to going to school. For secondary sites, the LEA provides a classroom teacher(s) to provide employment instruction in the morning, and the students go to assigned internships the remainder of the day. Internships include patient escort, food service, central sterilization, pharmacy, maintenance, grounds keeping, and other settings at the business. No funds from other participating agencies are used to match federal money drawn down by ADRS. State Unit approval is obtained before services are initiated. All services are provided in accordance with the agency's approved State Plan.

Individual Placement and Supports (IPS Supported Employment): IPS Supported Employment is an approach to support employment for individuals with serious mental illness and co-occurring substance use disorder. IPS is evidence-based SE that is founded on the following principles: (1) zero exclusion, (2) competitive employment in the community, (3) mental health treatment and employment services being integrated, (4) benefits planning provided, (5) job search occurs rapidly, (6) employment specialists develop relationships with employers in their communities, (7) job supports are continuous, and, (8) consumer preferences are honored. Currently IPS is being implemented at Chilton Shelby Mental Health (rural site), Altapointe in Mobile and Montgomery Mental Health Authority (both urban areas). No funds from other participating agencies are used to match federal money drawn down by ADRS. State

Unit approval is obtained before services are initiated. All services are provided in accordance with the agency's approved State Plan.

(2) the designated State unit will approve each proposed service before it is put into effect; and
State Unit approval is obtained before services are initiated.

(3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.
All services are provided in accordance with the agency's approved State Plan.

(c) **Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System**. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

(1) Federal, State, and local agencies and programs;
The Alabama Department of Rehabilitation Services has cooperative agreements and working relationships with entities outside of the Statewide Workforce Development System. These agreements provide the agency with the opportunity to extend services to people with disabilities referred by other agencies, as well as the chance to utilize the services of other agencies for its consumers.

Alabama Institute for the Deaf and Blind (AIDB): ADRS enjoys an excellent working relationship with AIDB. AIDB is charged with the responsibility of providing elementary and high school residential education and outreach services for blind and deaf students in Alabama. Also, through its E. H. Gentry Community Rehabilitation Program, comprehensive vocational rehabilitation services including vocational evaluations, assistive technology, training, work experiences, job development, and supported employment services are provided to students, youth, and adults with visual, hearing, and other significant disabilities. Also, the agency works cooperatively with AIDB in providing appropriate services to students in the AIDB secondary schools for the blind, deaf, and deafblind. ADRS works collaboratively with the Alabama School for the Deaf (ASD) and the Alabama School for the Blind (ASB) to provide deaf and blind students with summer employment opportunities. ADRS also works actively with AIDB's Helen Keller School (HKS) that serves students who are deaf-blind, and/or have multiple disabilities. ADRS assists AIDB in transitioning these high school students into employment and/or training programs (to include college) by partnering to provide comprehensive vocational rehabilitation services. ADRS has written agreements with these programs including an agreement to provide pre-employment transition services to students who are blind or deaf in all public schools across the state. This is done through pre-employment transition specialists working collaboratively with

LEA's and VR staff statewide. In addition, a longstanding collaborative agreement with AIDB to jointly fund Vision Rehabilitation Therapists and Orientation and Mobility Specialists who provide instruction that enhances vocational opportunities, independent living skills, and the educational development of persons with vision loss is in place. These agreements also jointly fund Business Enterprise Representatives and Technicians who support the day to day operations of the state's Randolph-Sheppard program.

Department of Corrections: ADRS works in cooperation with the Alabama Department of Corrections. ADRS receives referrals on inmates who are in the prison system who will be transitioning back into their home areas through liaison counselors assigned to the prisons. ADRS has established a system to handle these referrals and to provide services to eligible individuals when they return home. An ADRS staff specialist in the State Office is overseeing this initiative. ADRS also provides transition services to eligible inmates in special education.

Department of Risk Management: ADRS works cooperatively with Alabama's Risk Management program. We receive referrals of individuals injured on the job to assist Risk Management in helping various state agencies retain individuals in employment who may have been injured. ADRS does not currently have a written agreement with the Department of Risk Management.

Governor's Office: ADRS receives referrals from the Governor's office on a regular basis. The Governor's office contacts ADRS to make referrals of individuals who have contacted them regarding various disability related issues. These referrals are received by an Assistant Commissioner of ADRS and forwarded to the appropriate local supervisor for follow up and assessment. Referrals that are beyond the scope of ADRS service provision are provided information about other resources. Efforts are made to provide the Governor's staff with an appropriate service outlet to address the needs of Alabamians with disabilities.

State of Alabama Indian Affairs Commission and Inter-Tribal Council of Alabama: ADRS recognizes the need for services to Native Americans with disabilities living in Alabama. The agency has liaison counselors assigned to receive referrals from tribal organizations including the Poarch Band of Creek Indians who are federally recognized and eligible to receive services through the U.S. Bureau of Indian Affairs. ADRS also coordinates services with the Inter-Tribal Council of Alabama which serves citizens from both state and federally recognized Tribes. ADRS provides services to American Indians with disabilities to the same extent as the agency provides such services to other significant segments of the population with disabilities residing in the state.

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Alabama Department of Youth Services (DYS): The Department of Youth Services is the state agency responsible for administering and regulating juvenile justice programs and services. The expectation is that the services of DYS will prevent these youth from eventually advancing to the adult correctional system. ADRS has a specialist who is actively involved with DYS. This specialist receives referrals on a regular basis from DYS and forwards those referrals to the appropriate field staff. ADRS has a written agreement with the ADYS

Alabama Department of Mental Health (ADMH): ADRS maintains an ongoing relationship with ADMH. ADRS serves consumers with developmental disabilities, mental illness, and substance use disorder. ADRS has cooperative initiatives and memorandums of agreement to ensure services are provided to eligible consumers. ADRS maintains relationships with both ID/DD and MI/SA divisions of the department, including services to residential aftercare service providers. ADRS is working with ADMH to improve supported employment programs. This includes efforts in the areas of Employment First, extended supports, and collaborating on grants and RFP's through braiding of funding initiatives.

Alabama Head Injury Foundation (AHIF): ADRS continues its relationship with the Alabama Head Injury Foundation. This relationship is directed towards maintaining a service delivery system to address the needs of consumers affected by traumatic brain injury.

Community Rehabilitation Programs: ADRS maintains memorandums of agreement with a network of community rehabilitation programs throughout the state to provide services to consumers with disabilities, including those with the most significant disabilities.

The Alabama Disability Advocacy Program (ADAP): ADAP is the Alabama arm of the Protection and Advocacy program for people with disabilities. ADAP makes referrals to Alabama's toll-free number for information on the Americans with Disabilities Act (ADA) through ADRS which coordinates the service.

Statewide Independent Living Centers: ADRS is represented on the State Independent Living Council and works closely with Alabama's three Independent Living Centers to coordinate services and referrals.

Governor's Office on Disability (GOOD): GOOD serves as a clearinghouse for resources related to people with disabilities. ADRS maintains an ongoing relationship with the Governor's Office in order to provide resources as needed.

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Office of Federal Contract Compliance Programs (OFCCP): ADRS partners with OFCCP to provide affirmative action training to employers on issues related to hiring and retaining workers with disabilities. ADRS continues to collaborate with OFCCP staff to provide information to employers on the 503 Federal Hiring mandates.

Social Security Administration (SSA): ADRS maintains an excellent working relationship with the SSA. The agency employs a Social Security Specialist that stays abreast of Social Security issues and provides technical assistance to agency field staff, community partners and consumers. The specialist provides training statewide on work incentives, Ticket to Work, Social Security eligibility and benefits counseling services. The Social Security Specialist manages a statewide benefits counseling program through a cooperative agreement with the Alabama Department of Mental Health to provide benefits counseling services and manages a five-year demonstration project in coordination with the Social Security Administration.

Equal Employment Opportunity Commission (EEOC): The partnership between EEOC and ADRS involves staff cross training on disability and employment law in addition to ADRS linkage to public and private sector businesses to assist with non—discriminatory practices in the employment, retention, training and promotion of individuals with disabilities. ADRS is a regular trainer for the EEOC technical assistance seminars for employers as well.

Alabama Industry Liaison Group (ALILG): Represents Federal contractors' compliance issues to include those tied to disability (Section 503 of the Rehab Act). ADRS is the lead provider of information, training and resources related to outreach, employment and retention of individuals with disabilities to ALILG businesses and ALILG routinely trains ADRS business relations consultants and participates in local, regional and state conferences sponsored by ADRS.

Federal Office of Personnel Management (OPM): Representatives from a variety of Federal agencies throughout Alabama that function under the OPM work directly with the ADRS business relations consultants to implement Federal hiring mandates, Schedule A recruitment, accommodations, and employee retention impacting workers with disabilities in the Federal sector.

Department of Veterans Affairs: Vocational Rehabilitation and Employment (VR&E) program. ADRS collaborates with the VR&E program at the national and state level to serve and place into employment veterans completing the VR&E program. ADRS provides customized services including accommodations and return to work assistance through specialty counselors and rehabilitation technology specialists.

Veterans Employment Training Service (VETS): ADRS collaborates at the state and local level with the Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representatives (LVER) staff to assist wounded warriors in returning to work or obtaining employment with Federal contractors and other businesses. This includes access to the ADRS RAVE (Retaining A Valued Employee) program.

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
ADRS participates in providing assistance to people with disabilities living in the state who have technology related needs through the Statewide Technology Access and Response (STAR) program. This is a statewide device reutilization program which loans needed equipment through a network of reutilization centers. ADRS also participates in the ABILITY loan program which provides loan guarantees to enable people with disabilities to obtain assistive technology.

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
ADRS maintains a relationship with this office to receive referrals and provide assistance to consumers living in rural areas and to refer consumers for rural housing assistance.

(4) Non-educational agencies serving out-of-school youth; and
ADRS has a Memorandum of Understanding with the Department of Youth Services for the purpose of serving youth with disabilities in order to provide a seamless transition into employment or training. ADRS also serves out of school youth utilizing Community Rehabilitation Programs for employment services, including Supported Employment services. We have four out-of-school youth Project Search programs in cooperation with Post-secondary Education, local workforce boards, One-stop Career Centers, Local Employers and Community Rehab Programs-with over 70% of participants achieving competitive employment.

(5) State use contracting programs.
ADRS currently has no cooperative agreements to participate in state use contracting programs.

(d) **Coordination with Education Officials**. Describe:

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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Referrals for transition services and pre-employment transition services are carried out in a number of ways. Students can be referred by the LEA's, special education teachers, 504 coordinators, doctors, mental health professionals, parents, teachers, transition counselors assigned to the schools, or can be self-referred. Once referred to the VR counselor assigned to the school, the counselor works with educational officials to obtain pertinent documentation necessary for pre-employment transition services or transition services. Students may receive pre-employment transition services beginning in the 9th grade or age 16-21 (or younger if decided in the IEP). Students can be served as eligible or potentially eligible consumers. Students who require intensive services will require an application, be determined eligible within the required 60- day period (unless for specific, documented reason an extension is necessary) and a plan for transition services will be written within 90 days. It is expected that all students requiring VR services to be successful in competitive integrated employment will have a plan before they exit high school. We anticipate that many of our students served under potentially eligible will apply for services and become VR consumers in their 11th grade year. All pre-ets services for students ages 16-21 or in the 9th grade (younger if stipulated in their IEP) that are not served under potentially eligible, will have pre-ets services included in their IPEs.

Plans, policies and procedures for coordination with Education officials: ADRS is committed to providing pre-employment transition services to assist students with disabilities in the high school setting in making a seamless transition to the world of work or vocational/post-secondary education. ADRS maintains a formal Interagency Agreement with the Alabama State Department of Education (ALSDE) for the provision of pre-employment transition services and transition services. This agreement serves to ensure that students with disabilities, who are eligible or potentially eligible for Vocational Rehabilitation Services, are provided services without unnecessary delay, as well as, to increase the collaborative efforts of the ADRS and ALSDE regarding the coordination of services that will improve transition outcomes for students with disabilities. The agreement describes (1) the scope of services to be provided by the ALSDE and ADRS; (2) the financial responsibilities of each party; (3) the methods of consultation and technical services needed to formulate IPEs; (4) the role of each agency in transition planning; and, (5) methods and strategies for identification of students needing transition services. Transition planning, sharing of student information, and consultation activities are included in the agreement.

Pre-Employment Transition Services (Pre-ETS): Federal mandate requires ADRS, in collaboration with the local educational agencies, to use 15% of ADRS federal allotment in providing or arranging for the provision of pre-employment transition services (Pre-ETS) for all students with disabilities, 9th grade or ages 16- 21, in need of such services who are eligible for or potentially eligible for services. Pre-ETS required

activities include: • Job exploration counseling. • Work - based learning experiences, which may include in school or after school opportunities or experience outside the traditional school setting (including internships) that are provided in an integrated environment to the maximum extent possible. • Counseling and guidance on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education. • Workplace readiness training to develop social skills and independent living. • Instruction in self—advocacy, which may include peer mentoring.

In order to achieve the 15% federal mandate, ADRS increased efforts to develop and improve transition partnerships, programs, and service models by implementing and expanding the following services/programs:
Transition Unlimited — A collaboration between the ADRS and Auburn Transition Leadership Institute. Transition Unlimited is a pre-employment transition services initiative designed to build capacity and connect services to appropriately implement pre-employment transition services throughout the state. The goal of the initiative is to provide guidance to transition stakeholders and LEAs during the development of action plans (collaboratively agreed upon by VR counselor and local school personnel) for the delivery of Pre-ETS that best meet the individual needs of students with disabilities who are eligible or potentially eligible for vocational rehabilitation services. Transition Unlimited underscores ADRS's commitment to keep a focus on transition services at the local level by bringing specific Pre-ETS planning to each local high school, which builds upon previous planning efforts. Each team's action plan is accessible so that teams can learn from one another. This provides an opportunity to build awareness of pre-employment transition services throughout Alabama. Each team is responsible for monitoring services agreed upon in the collaborative planning process. Ongoing technical assistance is available to teams during quarterly progress monitoring.
Work based learning program - JET (Job Exploration Training) During the collaborative process for Transition Unlimited, students are identified who could benefit from work-based learning. These students participate in work-based learning experiences in community settings in order to develop general employment skills or specific job-related skills before the student is qualified for employment.
Smart Work Ethics Training (SWE) - SWE is a social skills curriculum that addresses communication skills and work place behaviors (attitude, work ethic, image and appearance, interpersonal skills, teamwork, time management, accountability) needed to obtain and maintain successful competitive employment. This curriculum is provided to the student and the LEA by a certified trainer from a Community Rehabilitation Program.
Jointly-Funded Pre- Employment Transition Specialist - ADRS is committed to providing jointly funded Pre-ETS specialist in local education agencies to assist with the provision of pre- employment transition services. This is accomplished through

cooperative agreements with local education agencies (ADRS pays 75% LEA pays 25%). The jointly funded pre-employment transition specialist provide pre-employment transition services that are not typically or customarily provided by the LEA. These pre-employment transition services are designed to increase the likelihood of independence and inclusion of students with disabilities, including those with significant disabilities, in communities, as well as, maximize opportunities for these students for long term competitive integrated employment. Currently, ADRS has 31 jointly funded pre-employment transition specialists in place through third-party cooperative agreements.

State Interagency Transition Team - At the state level, ADRS participates as an equal partner in the Alabama State Interagency Transition Team (SITT). SITT is a multidisciplinary group of 37 representatives from 22 state agencies (ADRS, ALSDE, Alabama Department of Mental Health and Alabama Department of Postsecondary Education) and organizations providing services for students and young adults with disabilities. The purpose of this group is to develop a better understanding of each agency's role and responsibilities in service delivery for Alabama's students and young adults with disabilities, and to seek and implement new and better ways of providing secondary special education and transition services.

At the local level, the ADRS has procedures in place to ensure the agency is actively involved in the transition of students with disabilities from school to work. The agency has a counselor assigned to each high school to act as transition counselor. The counselor visits the school on a regularly scheduled basis to meet with teachers and guidance counselors in order to provide vocational rehabilitation information and to receive referrals of students with disabilities in need of rehabilitation services. The VR counselor meets with the student and parents in order to explain rehabilitation services to enable a student's informed choice regarding these services. School records and other information needed to serve a student as a potentially eligible consumer or needed for eligibility determination is obtained. Once eligibility is determined efforts are made to begin determining rehabilitation needs and a vocational goal. As appropriate and as necessary, the transition counselor can provide the student with a vocational evaluation while still in high school in order to assist a student in determining an appropriate and feasible vocational goal. When invited to attend, counselors make every effort to participate in IEP meetings. This provides the counselor the opportunity to discuss pre-employment transition services needed by the student, as well as address any issues in the IEP related to disability. The counselor also provides information regarding accommodations the student may need related to disability. Per ADRS policy, when transition services are being provided to an individual (student) with a disability who is also eligible for services under the Individuals with Disabilities Education Act, the Individualized Plan for Employment (IPE) is prepared in coordination with the appropriate LEA and includes a summary of the relevant elements of the Individualized Education Program (IEP) for that individual. The ADRS transition counselor will

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complete an IPE on each student determined eligible for vocational rehabilitation services by the time the student leaves the school setting.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

Technical Assistance is provided to LEA's and Special Education teachers in a multitude of ways throughout the year. Most LEAs attend the transition conference or Mega conference and VR presents at both conferences. Transition counselors also work with all special education personnel at the local level to provide updates on VR services, trends and practices. Additionally, VR met with 360 high schools in the state to provide technical assistance and foster collaboration in development of pre- employment transition plans for the high schools. 97% of the participants (LEAs, Special Education teachers, transition specialist, job coaches, 504 coordinators) stated that they better understood WIOA, 98% felt they received the guidance and technical assistance needed to develop viable action plans for collaborative services. 99% stated they were provided with a method of monitoring and evaluating transition services.

Through MOUs between ADRS and the ALSDE (SEA) issues such as consultation and technical assistance for both agencies' personnel, parents, students and advocates are identified under scope of services in sections A, B and C. Parent and advocacy groups have received information on WIOA. Pre-ETS, and transition services in multiple venues on multiple occasions.

ADRS provides consultation and technical assistance regarding pre-employment transitions services, potentially eligible status, VR, application process, eligibility requirements, vocational assessments, job placement services, local service providers, post—secondary education, and other topics deemed appropriate that will lead to a successful employment outcome. ADRS partners with ALSDE and Auburn Transition Leadership Institute to host an annual transition conference. This conference is attended by a variety of transition stakeholders including staff from LEAs, ALSDE, ADRS, Community Rehabilitation Programs and parents of students with disabilities. This conference provides an opportunity for counselors and transition staff to be updated on the latest successful trends and practices related to transition. Transition counselors also participate in transition work groups, teacher workshops and transition fairs hosted by the LEAs. Technical assistance is also provided to the transition counselors and LEA staff through quarterly progress

monitoring of the Transition Unlimited action plans. These activities allow ADRS staff excellent opportunities to interact with education staff and teachers.

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

The MOU between ALSDE and ADRS addresses transition planning and development of the IEP under scope of services for both ALSDE and ADRS collaboratively and individually.

ADRS emphasizes best practices in providing services to students in order to achieve a seamless transition from school to post school activities. ADRS has transition counselors assigned to each LEA who work closely with the special education and career and technical education teachers in the development of the IEP for those students/consumers with whom ADRS is involved and attend IEP Team meetings and/or provide input that will assist in making decisions about services that will be provided by the ADRS, such as assistive technology, career exploration or work experience opportunities. ADRS emphasizes best practices in providing

services to students in order to provide a seamless transition from school to post school activities.

(C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The MOU between ALSDE and ADRS outlines the scope of services that both agencies agree to in terms of personnel, roles and responsibilities. The agreement further outlines what the agencies, and agency staff are responsible for including which personnel will be providing the service to prevent duplication.

The MOA clarifies that nothing under the Workforce Innovation and Opportunity Act reduces the obligation of the LEA to pay for, or provide transition services that are considered special education services, or related services necessary for assuring a free and appropriate education for students. The agreement also states that all expenditures identified by the LEA and VR for provision of pre-employment transition services that are new, having a VR focus of preparing students with disabilities to access careers that will lead to long term competitive integrated employment, and are not duplicative of services provided by the LEA, be the responsibility of ADRS. It also clarifies in the memorandum of agreement, that expenditures approved by the VR Counselor for transition services that are provided to VR students with

disabilities, eligible for VR services, that are vocational in nature and support and lead to the achievement of the employment goal in the IEP, will be the financial responsibility of ADRS.

ADRS recognizes the importance of clarifying the roles and responsibilities of each agency. Educational responsibilities rest with educational agencies that include the cost of accommodations for students with disabilities. Transition counselors are trained to assure responsibilities of the education agency are not transferred to ADRS while the student is in school. The educational agency is responsible for ensuring students with disabilities are provided equal access to education. The school is responsible for providing school records to be used in determining eligibility and planning a rehabilitation program. ADRS utilizes school records and other available information in order to develop a rehabilitation program. These roles and responsibilities are further defined in the formal interagency agreement with the Alabama State Department of Education.

(D) <u>procedures for outreach to and identification of students with disabilities who need transition services.</u>
Section C of the MOU between the ALSDE and ADRS, specifically numbers 5-7 addresses outreach to students with disabilities requiring transition services. This is also addressed in Section B11 in the Memorandum of Understanding. Outreach efforts continually occur between LEA staff and the designated VR counselor. These counselors (who often have exclusively transition caseloads) work with teachers, guidance counselors, school nurses, psychometrists and other education staff to identify students with disabilities who need transition services. Additional outreach will occur during IEP meetings, community-based transition team meetings, teen transition clinic, job fairs, advocacy meetings, parent focus groups and other related events. These outreach efforts will inform school personnel, students, other state agency personnel, advocates, appropriate family members and other representative of the following:

a. Description of the purpose of VR

b. Information regarding eligibility requirements

c. Information regarding application procedures and

d. Scope of services that may be available to eligible individuals.

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(e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The Alabama Department of Rehabilitation Services (ADRS) maintains a viable working partnership with 28 Community Rehabilitation Providers (CRPs) statewide. The CRP Administrator and Specialists are responsible for initiating agreements with private non-profit organizations from which ADRS consumers receive services. CRP section staff review the qualifications of community rehabilitation programs to discuss fees and payment rates, and monitor service delivery through management/data reports and field visits.
Alabama's CRPs play a vital role in assisting the department with meeting its mission of providing quality employment outcomes for individuals with disabilities. Beginning March, 1 2017, ADRS requires that all new community providers meet the accreditation requirements of Commission on Accreditation of Rehabilitation Facilities (CARF). Requiring CARF accreditation provides assurance that CRPs strive to improve efficiency, fiscal health and service delivery, creating a foundation for consumer satisfaction. The department continues to work cooperatively with CRPs statewide to improve services at the local level. The development and establishment of new services and programs will continue based on the assessments of consumer needs.

Based on an assessment of the capacity and effectiveness of vocational rehabilitation services currently provided by CRPs statewide, several trends appear to be taking place:
• Increased emphasis on serving individuals that are considered underserved, individuals with the most significant disabilities, and individuals residing in rural areas of the state.
• Increased emphasis on collaboration with our WIOA partners particularly in the area of serving out of school youth.
• Continued emphasis on serving high school students with disabilities through Pre-Employment Transition Services.
• Increased emphasis on job development for in demand jobs.
• Increased emphasis on employment offering health insurance and paying a livable wage.
• Increased emphasis on community-based services such as Work Based Learning opportunities.
• Increased emphasis on specialized community-based services, through our CRP and Supported Employment network, for consumers with visual and hearing disabilities.
• Continued emphasis on consumer choice.
• Continued emphasis on serving ADRS consumers in their home communities.
• Continued emphasis on competitive integrated employment outcomes.

Annual meetings and trainings are organized to provide the opportunity to discuss issues of mutual concern, improve communication, and focus on the continuous improvement of the partnership to improve service provision for Alabamians with disabilities.

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Supported employment is available in Alabama to individuals who require intensive support and extended support services for an appropriate and successful employment outcome. Supported employment services are available through 39 community-based providers in the state. These services are currently provided in all regions of the state through cooperative agreements with community based organizations and agencies.

Services provided by the CRPs are monitored in a variety of ways. The CRP dashboard enables ADRS to monitor number of individuals successfully employed, cost per successful closure, various time lines of service provision, and average wage.
Monthly reports of employment services are required. Liaisons are assigned to monitor CRP referrals, and receive updates on progress. Additionally, they assist with authorization reviews and individual concerns that may arise. State office staff are available to assist with any area of need and questions arising from CRP service delivery.

(f) **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**. Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Supported Employment (SE) is available in Alabama for individuals with the most significant disabilities who require intensive support services, and extended support services for an appropriate and successful employment outcome. These services are provided in all regions of the state by 39 approved community—based organizations. Supported Employment services are available to individuals regardless of their disability. Currently, the primary disabilities served include persons with significant intellectual disabilities, severe mental illness, cerebral palsy, autism spectrum disorders, visual and hearing impairments, severe orthopedic impairments, traumatic brain injury, and other most significant disabilities. The Alabama Department of Rehabilitation Services currently utilizes a Milestones service and payment process. Milestones, a service and outcome based payment system, has significantly improved the quality of supported employment throughout the state, while proving to be more cost effective for the agency. Providers of supported employment are paid for successful outcomes achieved by individuals participating in supported employment. The Milestones program segments the rehabilitation process into four distinct areas: (1) Determination of Needs/Person Centered Profiles and the Discovery Process, (2) Hire, (3) Job Retention/Coaching and (4) Closure. Extended supports including natural supports are available at the job site, and are provided for the duration of the employment. Providers of long term supports are required to document at minimum twice monthly contact with each consumer successfully working in the community, and to maintain this documentation in case files for the duration of that consumer's

job. ADRS can fund extended supports to youth for up to 4 years or until they reach the age of 25 and are no longer considered a youth. If VR is funding extended services, the case must remain open until the individual is receiving these supports funded through another source.
To ensure the highest quality of services, collaborative training is provided by ADRS, ADMH and Virginia Commonwealth University's Rehabilitation Research and Training Center on Workplace Supports. This training is provided to improve the consistency of service delivery by job coaches, pre-employment transition specialist, skills training instructors, AIDB staff, IPS staff and others in the community that offer employment services to individuals with most significant disabilities. This training includes information on the provision of extended services, customized employment and supported self-employment. Training is available to all SE providers as well as other agencies that collaborate to provide supports to an individual working in the community. These agencies include the Alabama Department of Mental Health, The Alabama Department of Education, the Social Security Administration, and the Department of Veterans Affairs.
Project SEARCH, a statewide initiative to improve transition services for students with most significant disabilities began in Alabama in FY 2012 with two pilot sites. Alabama now has 16 Project SEARCH sites for students and youth with disabilities including those with most significant disabilities. We will continue to work to expand this program.
Cooperative Agreements between the Local School Systems (LEA's), Alabama State Department of Education, Alabama Department of Rehabilitation Services, the Alabama Council for Developmental Disabilities, the Alabama Department of Mental Health, Community Rehabilitation Programs and the local employer supporting the program. Youth programs are in partnership with Postsecondary Education, local workforce boards, One-stop Career Centers, Community Rehabilitation Programs and the employer.
In a collaborative effort with Alabama Department of Mental Health, we are initiating a braided funding stream using the Milestone payment system and Medicaid dollars in order to move people from pre-vocational services in segregated settings to competitive integrated employment.
Individualized Placement and Support (IPS) Supported Employment is an evidence based approach to supported employment for individuals with serious mental illness. IPS, based on zero exclusion, competitive employment in the community, mental health treatment and employment services being integrated, benefits planning is included, job search occurs rapidly, employment specialist develop relationships with employers in their communities, job supports are continuous, and consumer preferences are honored. Currently IPS is being implemented at Chilton Shelby in West Alabama (rural site) and Altapointe in Mobile County and Montgomery (urban sites). We currently have a cooperative agreement with the Alabama Department of Mental Health that includes both the DD Division of the Department and the MI/SA Division. This agreement gives and Overview of both Departments including their purpose, changes reflected in WIOA, the Legal basis for the agreement, Overview of the Departments and the Responsibilities of the Partners, Eligibility, Plan Development, Referral Process for the

Departments, State level shared objectives, Responsibilities and Implementation- including extended services to individuals with most significant disabilities.

(g) **Coordination with Employers**. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and

ADRS is committed to a "dual customer" approach in working with employers to identify competitive integrated employment opportunities and career exploration opportunities for the consumers we serve. ADRS focuses on developing effective working relationships with employers by providing business services that meet the disability-related needs of business and which assist our agency in the provision of VR services. Alabama VR has developed and delivered appropriate products and services to assist employers with their outreach and recruitment; job placement, retention and advancement; accommodations; disability-education; resource linkages; and consulting services for individuals with disabilities. The development and delivery of appropriate products and services enables Alabama VR to meet the needs of business as specified in WIOA regulations. ADRS has a business relations unit, "READI-Net" (Resources for Employment And Disability Information Network), led by a State Office Administrator of Business Relations and staffed by specially trained Business Relations Consultants (BRCs) in a classification separate from the Vocational Rehabilitation Counselor. The Administrator serves as the ADRS representative with full oversight of collaborative relationships with businesses developed by BRC staff or other VR agencies in The NET (VR's National Employment Team) that wish to establish or grow their partnership with Vocational Rehabilitation in Alabama. At the state level, the Administrator is the lead liaison to workforce partners, community organizations and other agencies that establish partnerships with business and is the "rating supervisor" of the business relations consultants. At the local level, the BRCs are charged with establishing and maintaining effective relationships with business to create employment opportunities for individuals with disabilities or to assist business with the retention of workers whose job is affected by illness, injury or disability.

BRCs develop and deliver other disability-related services needed by business and are accountable for the quality and effectiveness of those services. They simultaneously assist consumers (including youth and adults) with job readiness preparation (through group or one-on-one sessions), job development, job search, job retention and follow-up. In addition, ADRS works with a network of community-based organizations on customized placement services for consumers, necessitating coordination with employers. These partnerships include special assistance to students and youth with disabilities, transition services, and supported employment assistance. This coordination with business also involves internal ADRS staff specializing in job readiness and

placement services for individuals who are blind, visually impaired, deaf or hard of hearing and may include Deaf Support Specialists, audiologists, or other contract employment specialists focusing on visually impaired. Engagement with businesses through the ADRS RAVE (Retaining A Valued Employee) program also necessitate collaboration with business and includes ADRS vocational rehabilitation counselors, BRCs, rehabilitation technology specialists and other rehabilitation professionals. To foster collaboration among these resources, thus avoiding duplication of effort with employers while maximizing assistance to consumers, the BRCs participate in local collaboration teams facilitated by workforce partners to include any and all local entities that assist VR consumers with job readiness, placement and retention services and who reach out to employers on behalf of those consumers. These groups meet either monthly or quarterly and can include: ADRS staff, community rehabilitation programs, supported employment projects, jointly funded pre-ets specialists with the school systems, disabled veterans organizations, workforce partners, staffing companies, state and Federal agencies, and more. To enhance coordination with employers, the ADRS READI-Net program and BRCs also engage with entities that represent business and disability-related issues, such as staffing companies, Society of Human Resource Management, Chambers of Commerce, Alabama Industry Liaison Group, EEOC, OFCCP, Disability: IN Alabama and other partners that represent the needs of employers. BRCs work through these entities to deliver needed disability-related services to the business.

Operating under an "employer account system" to ensure accurate record keeping of services provided to employers and to organize outreach to employers, ADRS has an employer data base, "Mr. ED", that maintains permanent records on every business contacted by BRCs or with whom BRCs have a working relationship. These records reflect the following: 1) Company name and detailed demographics on contact info, staffing patterns, benefits, referral processes, type company (e.g. Federal contractor, Federal agency, private sector, etc.) and more; 2) Specific services provided to the company by ADRS; 3) Job vacancies, particularly those from businesses under affirmative action mandates - ADRS works with people with disabilities in all special populations such as minorities, women, felons, LGBT, dislocated workers, poverty level, age and others; 4) Employment and retention outcomes with the company; 5) Archived records that reflect the history of the partnership and track repeat business. A number of customized services to businesses to enhance hiring opportunities of individuals with disabilities by the business, include a variety of the following, which require coordination with the business and delivery by ADRS staff or partners: Pre- hire work experiences; Mentoring or internships; Summer work experience; On-the- Job training support (fiscal and programmatic) after hire; Apprenticeship Sponsorship opportunities, Career Advancement services, Targeted Job Tax Credits; Accommodations at the job site such as: job coaching, delivery and set up of

accommodation resources, and additional follow up services to ensure success; and RAVE services to assist existing employees with disabilities.
Under section 511 of WIOA, employers who hold 14C Certificates and pay subminimum wage to individuals with disabilities must meet guidelines under WIOA. ADRS Supported Employment Specialists meet employees who are currently receiving subminimum wage to provide career counseling, information and referral including information about local training opportunities. Additionally, information is provided by the local One-stop Career Centers and benefit specialists. Employers have been contacting ADRS specialists to provide this information to new and existing employees. Youth seeking subminimum wage employment (SWE) must apply for VR services and be found ineligible, or eligible with an IPE, and have worked toward an employment outcome without success or had their VR case closed. These youth must receive career counseling including information and referral to federal and state programs and other resources in their area prior to entering SWE.

(2) transition services, including pre-employment transition services, for students and youth with disabilities.
ADRS will also coordinate with employers in order to facilitate the provision of transition services for students and youth with disabilities. ADRS will also coordinate with employers to provide pre-employment transition services to students with disabilities. ADRS will accomplish this by working with employers to arrange work-based learnings experiences for students with disabilities. These work-based learning experiences will include setting up worksite tours, job shadowing and mentoring opportunities, paid and unpaid internships, and other learning experiences within business and industry sectors. ADRS will also involve employers in informational interviews and other mentoring activities in order to provide instruction in self-advocacy for students receiving pre-employment transition services. Lastly, employers will be used to provide information about in- demand industry sectors and occupations as well as labor market information, which can be used in providing job exploration counseling to students with disabilities receiving pre-employment transition services.

(h) **Interagency Cooperation**. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

(1) the State Medicaid plan under title XIX of the Social Security Act;
The State of Alabama Independent Living (SAIL)Service, a division of the Alabama Department of Rehabilitation Services, provides comprehensive services for individuals needing personal care and other supports to remain in their communities. Those individuals who receive Medicaid Waiver services and indicate an interest in employment are served through the SAIL division utilizing specialized case managers trained to provide both Targeted Case Management and Vocational Rehabilitation

services. These combined services allow for a holistic approach to employment outcomes by managing home and workplace support needs to increase employment success.

In addition, SAIL Division staff collaborate regularly with Alabama Medicaid to train staff, manage federal Medicaid rule changes and ensure consistency of service provision. Services provided through the SAIL Division of the Department of Rehabilitation Services are administered within the guidelines of the CMS SAIL waiver and in accordance with the collaborative agreement with Alabama Medicaid.

(2) the State agency responsible for providing services for individuals with developmental disabilities; and

Alabama Department of Mental Health is responsible for providing services to individuals with developmental disabilities, and ADRS works collaboratively in our state to increase competitive integrated employment, particularity for individuals with more significant disabilities. Initiatives such as Project SEARCH, that currently serves over 150 individuals with significant disabilities at 16 different locations throughout the state. These Project SEARCH sites provide the interns opportunities through development of training sites embedded in businesses in their communities.

ADRS and ADMH also collaboratively provide trainings for Project SEARCH skills trainers, community-based job coaches, community based rehabilitation partners, school personnel, jointly funded pre-ets specialists, IPS employment staff and other community providers.

Through a recently released RFP, ADRS and ADMH will braid funding to serve individuals through Milestones and Medicaid waivers, who are in prevocational and day programs, to improve the likelihood of community based, integrated employment outcomes.

Both ADRS and ADMH have a current cooperative agreement in place that outlines the roles and responsibilities of partners, overview and function as well as the state level shared objectives. This agreement is for both the ID/DD and MI/SA divisions of the department.

In 2017, ADRS entered into a cooperative agreement with the Alabama Department of Mental Health to provide benefits counseling services to individuals receiving Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI), are currently being served or on a waiting list for either the Living at Home (LAH) or the Intellectual Disabilities (ID) waivers. Information and referral as well as intensive benefits counseling services are provided by trained certified benefits specialists to any individuals whether the individual is currently employed, has a job offer or is in the

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contemplative stages of employment planning. Staff supported through the ADRS DMH cooperative agreement work in collaboration with other ADRS WIPA benefits counseling staff. The cooperative agreement targets 100 individuals annually.

(3) the State agency responsible for providing mental health services.
IPS SE is a collaborative effort between the Alabama Department of Mental Health and the Alabama Department of Rehabilitation Services to serve individual with severe mental illness and co—occurring substance use disorder. We currently have three IPS programs in Alabama, Chilton Shelby (rural), Mobile (urban and the mental health center in Alabama that serves the most individuals) and Montgomery (another urban area). The memorandum of agreement with the ADMH and ADRS includes roles and responsibilities (including fiscal responsibilities) and measurable objectives.
ADRS benefits counseling staff work in collaboration with IPS staff coordinating services and providing additional support.

(i) **Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development**. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

(1) Data System on Personnel and Personnel Development
The Alabama Department of Rehabilitation Services (ADRS) maintains a Comprehensive System of Personnel Development. This system is based on finding candidates who possess prescribed levels of specific education and experience for available positions/job classifications. After employment, a second phase of this comprehensive system of personnel development is initiated. This includes an initial orientation to the department, its goals, and mission. A regular system of personnel appraisal and staff development is tailored to suit the needs of each staff member.

(A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:
ADRS maintains a comprehensive system of data on personnel needs. This is maintained within the agency's Human Resource Division (HRD). This data system allows for the input of personal information about each staff member and includes all possible training opportunities for staff to attend. It can also record historical information about each training, maintain participant lists, and track continuing education credit hours as needed.

(i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

In fiscal year 2019, the total number of consumers served by staff was 37,730. Among those with an Individualized Plan for Employment, the vast majority (92%) of individuals served were coded in case files as having significant disabilities or higher.

2019 RSA—2 Personnel Reporting Categories, Number Employed
Administrative Staff, 54
Counselor Staff, 190
Staff Supporting Counselor Activities, 162
Other Staff, 2
Total, 408

(ii) <u>the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and</u>
Those classified as "counselor staff," can be somewhat deceiving because it includes specialty staff (vision rehabilitation therapists and orientation and mobility specialists) that may not be considered actual vocational rehabilitation counselors. It also includes five "hybrid" counselors who work under the State of Alabama Independent Living Program (SAIL) and serve consumers who dually qualify for independent living services and vocational rehabilitation services. The actual number of DVR rehab counselors is closer to 167. These are counselors who provide services through our field offices and One—Stop Career Center sites. Each of these counselors currently averages a caseload of approximately 174 consumers.

There is currently a state hiring freeze; however, the State Finance Director has granted a blanket approval for ADRS - DVR to fill direct service and direct-support service vacancies which are federally funded. With this approval, along with the addition of a master's in counseling to the State Plan counselor standard, DVR will continue filling vacancies with qualified rehabilitation counseling staff.

A database is used to track the educational backgrounds and experience of the active counselors and field supervisors within the department for the express purpose of encouraging and enabling all staff to reach the state's highest definition of 'qualified rehabilitation professionals.' This database supports already existing systems and

contains information gathered from educational transcripts required upon application to this job classification.

The agency also employs orientation and mobility instructors, interpreters, vision rehabilitation therapists and rehabilitation employment specialists (business relations consultants). A qualification for orientation mobility instructor is an ACVREP or NOMC certification. Interpreters must be licensed by the Alabama Licensure Board for Interpreters and Transliterators. A vision rehabilitation therapist must have at least a bachelor's degree and one year of experience; however, most of these staff members have master's degrees. The business relations consultants may come from a business background or a vocational rehabilitation service background with appropriate degrees.

(iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Approximately, twenty-one (21) rehab counselors, thirty-seven (37) clerical support staff, fourteen (14) supervisors from the "administrative staff" and four (4) specialists from the "staff supporting counselor activities" will be eligible to retire within the next five years based on their years of service. These numbers represent actual positions currently filled and do not include those budgeted positions presently not filled. In addition, field supervisors and rehabilitation specialist positions are included in this number because counselors are often promoted into these supervisory roles, leaving counselor vacancies. Therefore, we can project the need for approximately thirty-nine (39) counselors over the next five years to remain staffed at the current budgeted level.

It is difficult to project/predict the number of 'Staff Supporting Counselor Activities' and 'Other' staff who may retire over the next five years; however, there are 84 DVR employees who will be eligible.

The department's Leadership Training Institute (LTI) graduated fourteen (14) staff members in 2015. These graduates actively

compete for leadership roles when vacancies occur. Another method of preparing LTI graduates for leadership roles is involving them in departmental task forces and special assignments. It gives current leadership the chance to see how well LTI graduates perform and the strengths they possess.

Rehabilitation counselors hired to work with the Alabama Department of Rehabilitation Services have to possess master's degrees from accredited colleges or universities in Rehabilitation Counseling, Rehabilitation Services, Rehabilitation Administration, Vocational Evaluation, or Counseling. These minimum requirements uphold the higher education standards of the program while creating a larger applicant pool to fill future vacancies.

There are currently 167 rehabilitation counselor positions, 12 vacancies, and 21 potential vacancies projected over the next 5 years.

There are currently 20 rehabilitation field supervisor positions, 0 vacancies, and 14 potential vacancies projected over the next 5 years.

There are currently 6 orientation and mobility specialist positions, 0 vacancies, and no anticipated vacancies projected over the next 5 years.

There are currently 8 interpreter positions, 4 vacancies, and 1 projected vacancy over the next 5 years.

There are currently 5 rehabilitation audiologist positions, 0 vacancy, and 0 projected vacancies over the next 5 years.

There are currently 16 vision rehabilitation therapist positions, 4 vacancies, and 1 potential vacancy over the next 5 years.

There are currently 9 rehabilitation technology specialist positions. There is 1 vacancy and 1 potential vacancy over the next 5 years.

(B) *Personnel Development.* Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Currently, Alabama has five universities that offer the master's degree in rehabilitation counseling and eleven that offer counseling degrees in other areas. The universities are listed below.

ALABAMA A&M UNIVERSITY (Rehab Counseling)
ALABAMA STATE UNIVERSITY (Rehab Counseling)
AUBURN UNIVERSITY (Rehab Counseling & Other Counseling)
TROY UNIVERSITY (Rehab Counseling & Other Counseling – 4 campuses)
UNIVERSITY OF ALABAMA (Rehab Counseling & Other Counseling)
UNIVERSITY OF MONTEVALLO (Other Counseling)
UNIVERSITY OF NORTH ALABAMA (Other Counseling)
UNIVERSITY OF SOUTH ALABAMA (Other Counseling)

In addition to the master's-level rehab counseling and counseling programs mentioned above, there are also three other universities that offer CACREP accredited programs in Alabama: Auburn Montgomery University, Jacksonville State University, and University of Alabama Birmingham.
Updated enrollment and graduate data as reported by these three universities will be submitted with the next CSPD reporting period. The above institutions provide excellent candidates for available counseling positions. This translates into increased candidates for the department to recruit into employment.

The State Personnel Department's qualifications for rehabilitation counselor currently require specific master's degrees; therefore, ADRS will not be presented with candidates without appropriate degrees. Furthermore, candidates must provide an official transcript to ADRS prior to being appointed to a counselor position.

With the addition of master's degrees in counseling which are not specifically rehabilitation counseling, ADRS is able to increase the number of qualified candidates for employment in counseling positions.

(ii) the number of students enrolled at each of those institutions, broken down by type of program; and

Institution, Students Enrolled (Most recent information as reported by the universities below):
ALABAMA A&M UNIVERSITY, 25(Rehab Counseling)
ALABAMA STATE UNIVERSITY, 22 (Rehab Counseling)
AUBURN UNIVERSITY, 104 (Rehab Counseling & Other Counseling)
TROY UNIVERSITY, 482 (Rehab Counseling & Other Counseling – 4 campuses)
UNIVERSITY OF ALABAMA, 89 (Rehab Counseling & Other Counseling)
UNIVERSITY OF MONTEVALLO, 90 (Other Counseling)
UNIVERSITY OF NORTH ALABAMA, 63 (Other Counseling)
UNIVERSITY OF SOUTH ALABAMA, 52 (Other Counseling)

In addition to the master's-level rehab counseling and counseling programs mentioned above, there are also three other universities that offer CACREP accredited programs in Alabama: Auburn Montgomery University, Jacksonville State University, and University of Alabama Birmingham.
Updated enrollment and graduate data as reported by these three universities will be submitted with the next CSPD reporting period.

(iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Institution, Graduates from the previous year (Most recent information as reported by the universities below):
ALABAMA A&M UNIVERSITY, 8 (Rehab Counseling)
ALABAMA STATE UNIVERSITY, 10 (Rehab Counseling)
AUBURN UNIVERSITY, 48 (Rehab Counseling & Other Counseling)
TROY UNIVERSITY, 66 (Rehab Counseling & Other Counseling – 4 campuses)
UNIVERSITY OF ALABAMA, 30 (Rehab Counseling & Other Counseling)

UNIVERSITY OF MONTEVALLO, 25 (Other Counseling)
UNIVERSITY OF NORTH ALABAMA, 13 (Other Counseling)
UNIVERSITY OF SOUTH ALABAMA, 27(Other Counseling)

In addition to the master's-level rehab counseling and counseling programs mentioned above, there are also three other universities that offer CACREP accredited programs in Alabama: Auburn Montgomery University, Jacksonville State University, and University of Alabama Birmingham. Updated enrollment and graduate data as reported by these three universities will be submitted with the next CSPD reporting period.

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.
With the addition of master's degrees in counseling which are not specifically rehabilitation counseling, ADRS is able to increase the number of qualified candidates for employment in counseling positions.

ADRS works diligently to implement strategies necessary to address personnel issues. Since 2002, the department has a dedicated staff specialist devoted to the issues of recruitment and retention. This individual works with the executive leadership team and task forces to create and implement a recruitment and retention plan that is updated annually to address the projected personnel needs of the department. However, ultimately the State Department of Personnel is the entity that provides and oversees hiring practices, salary schedules, and staff vacancies among other personnel issues. Within the strategic planning and implementation process, the following issues are addressed:

1. Maintain a strong relationship with key personnel at the State Department of Personnel and universities offering educational opportunities for potential ADRS employees. Unpaid internships will continue to be offered as a recruiting tool for students in the field of rehabilitation. Paid internships are offered as a recruiting tool for rural areas and/or areas where certain degree programs do not exist. The professional trainee job class may be used to attract individuals to pursue professions in rehabilitation requiring experience such as vision rehabilitation therapist. The trainee position allows dedicated individuals to train while gaining the experience needed to be eligible for hire. Currently, there is one professional trainee in the vision therapist field who is counted in the rehab counselors numbers.

2. A hiring procedure known as ‘disability preference’ continues to enable ADRS to recruit qualified individuals with disabilities. Other avenues to recruit individuals with disabilities are made possible through specialty areas such as rehabilitation teaching and orientation and mobility. Also educating consumers with the potential to pursue rehabilitation professions is a recruitment tool as well as supporting entry level staff to pursue professional positions through a process of “grow your own.” Additionally, ADRS participates in recruiting efforts/career fairs including those for persons with disabilities.

3. There is a continuation of promotions of deserving rehabilitation counselors to the senior rehabilitation counselor level. Promotions are based on exemplary performance of job duties and the ability to take on additional duties within the unit. This provides incentive for younger counselors to remain with the department and addresses the issue of supervisory succession planning. The counselors who are promoted and retained are then in line to fill supervisory vacancies, with proper training.

4. There are regularly scheduled exhibits at various professional, educational and disability organization meetings to share employment opportunities with potential candidates. Exhibits are used for recruiting students into the field of rehabilitation and for recruiting professionals into positions within the department. Several ADRS administrators have served on advisory boards for rehabilitation counseling programs and are also asked to sit on interviewing panels for RSA scholarship recipients.

5. The ADRS recruiter maintains an active role on the advisory committees of Alabama A&M University and Alabama State University. Both universities are known as historically black colleges/universities and provide an opportunity to recruit students from more diverse backgrounds to positions within the department. Seasoned and retired staff are encouraged to work as adjunct professors within the graduate rehabilitation counseling programs which affords a practical application of information to the students.

6. Develop more marketing tools, created through annual meetings with educators, to increase interest in the field of rehabilitation from high school students and encourage undergraduate students to pursue master’s level work in one of the rehabilitation or counseling programs. Departmental transition counselors are used to recruit high school students across the state. There has also been increased participation in high school career events to educate students of the many professions within the department.

The ADRS public website includes an expanded career opportunities section that can be accessed by college career services, advocacy groups, and students. This section

provides information on career opportunities and employee benefits available within the department.

The development of an orientation program for new employees, which includes a disability etiquette section, serves as a recruitment and retention tool. It provides information for all new employees to effectively interact with individuals who have disabilities as well as knowledge regarding legal obligations and work procedures.

(3) Personnel Standards. Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

The Alabama Department of Rehabilitation Services' standard for rehabilitation counselors is a master's degree in rehabilitation specific programs or counseling programs. Official transcripts are required prior to the appointment of candidates to counselor positions. The addition of the master's degree in counseling to the State standard has allowed for a larger applicant pool especially in rural areas and areas where rehabilitation counseling programs do not exist. The listed salary range of our beginning rehabilitation counselor positions is $39,280.80 - $59,556.00 and consists of eighteen pay steps. The senior rehabilitation counselor pay range is $41,277.60 - $65,695.20 and consists of 20 pay steps. Due to the recent cost of living increases granted by Honorable Kay Ivey, Governor of Alabama, the salary rates have increased.

(B) the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The Alabama Department of Rehabilitation Services' standard states that rehabilitation counselors will have a master's degree in rehabilitation specific programs or counseling programs. Further consideration beyond the minimum qualifications is given for candidates who have experience working with persons with disabilities, have obtained or are eligible to sit for the CRCC, have obtained licensure in counseling, and/or have vocational or evaluation coursework.

(4) Staff Development. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel

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employed by the designated State unit receive appropriate and adequate training in terms of:

(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The department has an extensive in—service training program. The department maintains a departmental training team that meets to identify, plan, and coordinate training. A department wide training plan, reviewed by this team on an on—going basis, targets core subjects as well as new topics related to particular job classifications or specialty areas.

(A)These topics may include, but are not limited to, the Americans with Disabilities Act, case management, Social Security work incentives, personally identifiable information, policy on agency data breach and data breach reporting guidelines, employment development, WIOA, medical aspects of disability, disability etiquette, assistive technology, assessment, job placement, ethics, and multicultural issues. Two assistive technology expos/symposiums are held annually to assist in carrying out section 4 of the Assistive Technology Act of 1998. The National Clearinghouse of Rehabilitation Training Materials is accessed as well as RSA webinars to disseminate knowledge to staff from research and other sources.

The department utilizes MAESTRO learning management software to track training records for each staff member. This software allows for input from both field and state office staff. MAESTRO will track an individual's training record, training dates, and future training needs. ZOOM webinar system and in—house video—on— demand capabilities have broadened the counselors' ability to participate in training programs, webinars, and receive valuable time—sensitive information without spending time away from their office and consumers while significantly reducing travel/training costs.

(B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

DVR coordinates with Human Resource Development (HRD) and Business Relations (BR) to determine the information and training needs for professional

and para- professional staff to assist in obtaining and disseminating professional information. HRD meets with and/or surveys staff to identify areas directly and indirectly related to the field of vocational rehabilitation. Based on the information obtained from staff and administration, DVR seeks training programs, webinars, and presenters demonstrating expertise knowledge in disabilities, technical issues, and federal and state policies, procedures and guidelines. In turn, DVR, BR, and HRD utilize the gained knowledge to develop instructor-led training programs and videos and to evaluate/offer appropriate webinars to staff. DVR administration and staff attend national and state conferences, search professional internet sites, and review professional magazines, articles and federal and state guidelines to stay abreast of current trends in the field of vocational rehabilitation. Trainings, both formal and informal, are developed and presented regarding current trends to ensure that staff has up-to-date knowledge to provide services to consumers. Some of the topics of vocational rehabilitation knowledge provided to professional and para-professional staff include orientation for new counselors, orientation for new DVR supervisors, ethics in relation to vocational rehabilitation services and practices, social media/technology and ethics, WIOA guidelines, HIPPA, different aspects of various disabilities, mental health issues, (i.e., suicide, substance abuse, etc.), assistive technology, Social Security Administration and Work Incentives, labor market and work force trends/data, and leadership.

The department's Leadership Training Institute (LTI) has been continuously changed and updated since 1994 to include new approaches and concepts of leadership. The tenth cohort of the LTI began September 2019. This LTI class includes 10 DVR field staff. LTI has proven to sufficiently meet the changing needs of the department by preparing staff to fill vacant leadership positions statewide.

The State Department of Personnel offers supervisory training in the areas of performance appraisal, progressive discipline, FMLA, sexual harassment, employment law, interview and selection, and the dynamics of supervision. A portion of these trainings are required for all new supervisors.

(5) Personnel to Address Individual Communication Needs. Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.
ADRS maintains regular communication with programs providing specialized training in the areas of deafness and blindness. Communication is maintained with Western Oregon University to train staff in the area of deafness. Staff members serving the deaf

and hard of hearing populations attend an annual training conference to address issues relative to deaf services and to meet with students at the Alabama School for the Deaf. The department also remains actively involved with Mississippi State University's blind program. Mississippi State also assists the blind programs with consumer satisfaction surveys. Staff members serving the blind and low vision populations attend training programs annually to address issues relative
to blind services. The department possesses Braille and large print producing capabilities in local offices to address the needs of Braille and large print users. UbiDuos and video phones are available in the reception areas, resource rooms and counselor offices to assist staff and consumers with communication and hearing difficulties. ADRS requires all counselors for the deaf to be proficient in sign language to communicate with deaf consumers in their native language. To qualify for both the VR counselor and deaf support specialist positions, a person must possess an Intermediate rating on the Sign Language Proficiency Interview (SLPI). In addition, ADRS employs 8 full-time, nationally certified sign language interpreters. These interpreters help to facilitate communication between the deaf community and any ADRS staff. Our staff interpreters make every effort to provide services as needed but when necessary, qualified contract interpreters are also made available.

ADRS continues to work with Alabama A&M University to target and recruit candidates for the rehabilitation counseling program in either the blindness or deafness tract. This two-year master's program includes the second year in Mississippi (MSU Vision Specialist) or Tennessee (UT's Orientation to Deafness) for the specialized training. Troy University and Winston-Salem University in North Carolina both have new deaf concentrations in their rehabilitation counseling programs and work closely with ADRS.

ADRS applicants and eligible individuals who speak limited English can be provided interpreters or are able to access vendors for remote interpreter services. The ADRS consumer guide has been translated into Spanish. Spanish instruction is encouraged by using technology and individual instruction either online or in person for staff.

(6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.
Approximately half of ADRS cases served and the closures obtained, involve transition students. In FY 2019, 16,987 eligible youth and students received services. Among these, 1,861 were successfully rehabilitated. Also, in this time period, 13,297 potentially eligible students with disabilities were provided pre-employment transition services. The department continues to strengthen the jointly funded pre-ets specialist program

with thirty-one (29) LEAs across the state and two (2) with the Alabama Institute for Deaf and Blind (AIDB). This program is designed to provide pre-employment transition services, that are not typically or customarily provided by the LEA, to prepare students with disabilities to enter competitive integrated employment by identifying and exploring career interests, as well as, increasing individual independence, self-sufficiency and inclusion of students with disabilities, including those with significant disabilities, in their communities. The program is supervised by local VR service staff with input from school system staff and employs full-time and part-time pre-ets specialists. Students, parents, rehabilitation counselors, local school special and regular education staff, and the pre-ets specialists, work together to plan for students' successful and smooth transitions to adult life and work.

ADRS continues efforts to develop and improve transition partnerships, programs and service models to meet the needs of students with more—significant disabilities and overcome barriers to employment and community living. College Prep Program services were offered at twelve sites around the state, with more than 250 students participating.

Collaboration with the Special Education Division of the Department of Education and the Department of Corrections continues as ADRS implements the Prison Transition Initiative for youth with disabilities incarcerated in adult prisons.

The State Rehabilitation Council (SRC) is annually provided an opportunity to give input about the department's CSPD initiatives. Current and future personnel issues are presented by field services program directors. Detailed information is presented through discussions, handouts and questions and answers. Comments and suggestions are requested at any time throughout the year.

Coordination for staff development and training to disseminate pertinent information, changes in the law, requirements for agencies, etc. occurs in various ways and in various venues. ADRS participates in trainings hosted by ALSDE at both the statewide level (Mega) and at the local level through advisory boards. We participate and collaborate on the Transition Conference hosted by Auburn Transition Leadership Institute (ATLI) jointly participating in planning all the training for the conference. ADRS also collaborates on the local level with special education personnel (LEA's, special education teachers, transition teachers, pre-employment transition personnel and 504 coordinators in planning pre-employment services to all students at the local high school level through Transition Unlimited. These services are conjointly decided upon, monitored and evaluated through a website developed for this purpose. Staff have been provided training and have been introduced to all the changes in WIOA that are related to students and youth with disabilities.

(j) **Statewide Assessment**.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

It has been two years since ADRS completed its last Comprehensive Statewide Needs assessment. The timeline of the 2020 State Plan did not provide the opportunity for a newly completed comprehensive assessment, however, Local Stakeholder Input Meetings were recently completed within each of Alabama's seven workforce regions in the fall of 2019. These public forums were conducted by Governor's office staff and were well attended by members of Alabama's disability community. From these meetings, seven key areas of need emerged:

- Improved access to public transportation, especially in rural areas, would broaden access to opportunity;
- Better availability of quality childcare would, for those with young families, remove barriers and disincentives to labor force participation;
- Greater ADA compliance and disability accommodations would enable more individuals to enter and sustain employment;
- Greater access to technology including broadband access in rural areas would open doors to participation in training and employment;
- Enhancements in quality and equity in education and training opportunities;
- Improved coordination and accountability among Workforce System service providers; and
- Greater access to health and healthcare benefits.

Findings of the 2017 Comprehensive Statewide Needs Assessment indicate that Alabamian's with the most significant disabilities (more so than others) need highly individualized employment services, specialized training and equipment, help with auxiliary problems, and an extended duration of support. Within fiscal years 2014 through 2016, among 20,451 individuals that were closed after receiving service,

2,900 had been designated to the agency's Most Significant Disability (MSD) category. Individuals in the MSD group were more likely to have a disability attributed to Autism Spectrum Disorder, Intellectual Disability, Deaf-Blindness, Traumatic Brain Injury, Serious Mental Illness (especially Schizophrenia and other Psychotic Disorders), Spinal Cord Injury, Congenital Conditions or Birth Injury (such as Cerebral Palsy or Spina Bifida), Neurological Disorders (arising from Epilepsy,

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Stroke, or Parkinson's), Blindness, and Deafness. The average cost of purchased services for individuals in the MSD category was over $1,300 dollars higher per case than non MSD individuals. The higher amount appears due to differences in both the type and intensity of services purchased. With regard to type, individuals in the MSD category had much higher than average expenditures upon Medical Supplies, Wheelchairs, Surgery and Treatment, and Vehicle Modification. With regard to intensity and/or duration, higher than average expenditures for persons in the MSD group were noted for Therapy (Speech, OT, PT, etc.), Job Coaching, Paid Work Experience, Diagnostic Medical Services, and Vocational Evaluation.

For external perspective, RSA funded research has concluded that VR consumers with MSD differed from those with disabilities classified as nonsignificant on the following characteristics: they were twice as likely to be receiving public financial assistance at entry and six times as likely to receive SSI/disabled; they had more often received special education services in high school and had less often completed high school; they more often had no work history, and if they had a work history, had more often been unemployed for at least two years prior to application for VR services; if employed at application, they more often were working in supported or extended employment and worked fewer hours per week; and they had more serious functional limitations and less familiarity with the labor market (Heyward, Schmidt- Davis 2003).

By examining data obtained from respondents to the Alabama State Rehabilitation Council's 2017 Unmet Needs Survey, we learned that Alabamians with disabilities who have been unemployed for long periods of time were more likely to report employment challenges related to transportation and their maintenance of health. Consistent with the 2014 iteration of this survey, a large number of narrative responses expressed frustration over transportation resources, especially those living in rural areas. Many expressed concerns over the affordability of housing and health care. Several individuals expressed a fear of losing government benefits. Another finding consistent with the 2014 survey (especially among those with the greatest functional limitations) is the expression of a need for more intensive job placement services. Several individuals desired that the agency take more proactive steps aimed at helping them get "a foot in the door" with employers. This year's narrative responses also included quite a few comments regarding the specific needs of individuals experiencing limitations due to mental illness. Many expressed concerns over limitations experienced due to the cyclical nature of mental illness, unmet treatment and medication needs, and a desire for more individualized services that are sensitive to unique challenges among those with

mental health diagnoses. Several individuals expressed interest in VR providing employment services through Certified Peer Support Specialists.

Yet another perspective on the needs of individuals with the most significant disabilities was available by examining the services most often anticipated for MSD individuals by counselors during the eligibility determination process. From 2014 to 2016, 24,122 individuals were determined eligible and assigned an eligibility category using the agency's Functional Limitations Priority Assessment (FLPA). 5,681 of these individuals were determined to the Most Significant Disability group. More often than those in other eligible categories, persons deemed MSD were anticipated
to require Supported Employment Services, Customized Employment Services, Job Readiness Training, and Rehabilitation Technology and/or Devices. Supported Employment was anticipated for 3,181 of the 5,681 individuals in the MSD category, 56%.

By definition, Supported Employment is a unique employment service for individuals with the most significant disabilities who require ongoing support services to succeed in competitive employment. In one sense, the employment needs of individuals requiring supported employment are the same as would be expected of anyone else; inclusion in the community, opportunity for advancement, competitive pay and benefits. The uniqueness of supported employment is its proactive role in the course of job development, customization of tasks, and the provision of long-term supports. Program data and input from the SRC cited above indicate increasing demand for these services. ADRS recognizes the value of supported employment for individuals with the most significant disabilities and has continued to increase strategic investments in these services despite budget challenges and constraints. Considerable efforts have been made to expand availability, enrollment and the array of providers statewide.

(B) <u>who are minorities</u>;

While results of the 2017 CSNA did not indicate any specific ethnic groups with limited access to VR services, ADRS continues to assess its services to individuals with disabilities from minority populations. For the most part, the needs of minority respondents to the 2017 SRC Unmet Needs Survey were parallel to those of individuals of non—minority backgrounds. However, some differentiation can be noted. Respondents from minority backgrounds were more likely than others to report difficulties with transportation, housing, and access to training services.

Although not reflected in the SRC survey, external research regarding minorities with disabilities identify language barriers as a concern, particularly

among those of Hispanic or Asian origin. ADRS remains sensitive to language and cultural barriers that may occur during outreach and service delivery.

Recent Data from the American Community Survey (ACS) indicates a higher prevalence of disability among persons who may be considered minorities with the exception of those of Asian or Hispanic origin. African American individuals make up nearly 27% of Alabama's total population and there is a 19% disability rate among Alabama's African American Population as compared to a 14% rate among whites. Data from the Census Bureau regarding individuals who may be considered minorities in Alabama demonstrates a level of unemployment that is nearly double the rate of non-minorities in 2015. This disparity ranks Alabama 34th among states. While rates of disability and unemployment are higher among minorities in Alabama, so too is VR program participation among those same minority groups. For example, whereas Alabama's African American population comprises 27% of the total populous, African Americans make up 45% of those participating in VR services over the last three fiscal years. Findings of the 2017 CSNA suggest a significant increase in the number of Hispanic individuals with disabilities present within VR's service population. While 4% of Alabama's total population are of Hispanic decent, only
1.48% of Alabamians with disabilities are of Hispanic origin. In fiscal year 2014, only .9% of VR's service population were of Hispanic origin. VR participation among persons of Hispanic origin grew by at least 50 individuals per year over this CSNA period, reaching 1.3% of the service population in fiscal year 2016, and 1.9% in fiscal year 2017. Program data support the conclusion that VR services are made available equitably across all areas of the state. Representative diversity among minority populations can be demonstrated in terms of outreach, eligibility and program outcomes. Nevertheless, efforts will continue at the local level to be sure that minorities are aware of agency services and programs. Furthermore, the agency employs a diversity & recruitment coordinator to ensure that we have a diverse staff to meet the varied needs of the consumers served by the agency. ADRS maintains a diversity plan that has been approved by the administration. This plan indicates strategies to hire minority staff to work within the agency. The agency conducts diversity training for all agency staff to address the needs of diverse consumers the agency serves. ADRS recognizes and has addressed statewide needs for contract interpreting services, particularly among individuals within the Hispanic population, but within other populations as well.

(C) <u>who have been unserved or underserved by the VR program</u>;
Regarding "underserved" individuals, federal guidelines do not prescribe specific groups for analysis. Rather, it has been suggested that each state should

examine matters from multiple perspectives to identify potentially underserved populations. This CSNA considered input received from the State Rehabilitation Council via the 2017 Unmet Needs Survey and also by way of its Report of Public Forums. It also conducted an analysis of internal program data, and in doing so, this CSNA defined the term "underserved" as any group for whom it may be shown that any of the following conditions are true; a higher than average percentage of those closed from eligibility for reasons that the individual's disability was too severe, or, a rehabilitation rate that is far below that of the agency average, or average weekly earnings far below the agency average. All things considered, the 2017 CSNA identified the following groups as potentially underserved: A.) Individuals with Autism, B.) Individuals who are Blind, C.) Individuals who are Deaf, D.) Individuals with Intellectual Disabilities, E.) Individuals with Major Physical Impairments, F.) Individuals with Serious Mental Health Impairments, and G.) Individuals with Disabilities who receive Social Security.

Group A —Individuals with Autism: The top vocational rehabilitation needs identified among those with autism spectrum disorders were: Supported Employment, Extended Supports, Living Wage & Benefits, Applied Social Skills Training, and Employment Preparation & Job Placement that capitalizes on the individual's strengths and interests. VR program data examined over a six year span indicate that the majority of VR consumers with an autism diagnosis were in need of supported employment services. While the agency's rehabilitation rate for individuals with autism outperforms the agency average from FY 2014 through 2016, weekly wage outcomes were significantly lower than the agency norm. Training compatible with the individualized interests of persons with Autism Spectrum Disorders has been shown to positively impact rehabilitation outcomes and earnings.
Post-secondary education support for those meeting college admission requirements should include efforts to insure adequate post-secondary accommodations and college preparation. Persons with Autism who do not require supported employment have been found in need of individualized job development more so than most other disability types. The nature of functional limitations associated with Autism Spectrum Disorders can often complicate interpersonal relationships. Situational coaching and applied social skills training have been found useful in this regard.

Group B — Individuals who are Blind: The top vocational rehabilitation needs identified among individuals who are blind were: Orientation & Mobility Training, Assistive Technology, Transportation, and Career Guidance. While the agency's average weekly wage for individuals who are blind outperforms

the agency's total average from FY 2014 through 2016, the rehabilitation rate for blind individuals (57.4%) was significantly lower than the agency norm (67.5%) for the time period. Many rehabilitation outcomes were hindered due to limitations in personal independence and transportation. Research has shown orientation & mobility training, education, and competence with assistive technology has been shown to positively impact rehabilitation outcomes and earnings (Bell, 2015). SRC members representing the blind community have emphasized the need for career guidance that supports preparation for in-demand careers, such as those within science, technology, engineering, and mathematics (STEM).

Group C — Individuals who are Deaf: The top vocational rehabilitation needs identified among individuals who are deaf were: Interpreting Services, Assistive Technology, Career Guidance, and Training for In-Demand Occupations. Although agency outcomes (in terms of rehabilitation rate and average weekly wage) for individuals who are deaf are both above the agency average, many individuals who are deaf and working were found to be in un-skilled, semiskilled or other manual occupations. Historically, there has been an under representation of the deaf population in professional and administrative occupations. Concerns have been raised that jobs held by individuals in this population are frequently characterized by low job security and little opportunity for advancement beyond entry-level. Research has shown that, though reliable and stable employees, the average individual who is deaf and working earns 72 percent as much as the average individual with normal hearing in the labor force. Pre-vocational individuals who are deaf have greater difficulty in obtaining employment. The average levels of educational completion fall below that of the general population, further handicapping their ability to compete. Obstacles surrounding communication are important factors related to the earnings and occupational attainment of these workers.

Group D — Individuals with Intellectual Disabilities: The top vocational rehabilitation needs identified among individuals with intellectual disabilities were: Community Inclusion, Fair Wages, Employment Supports and Benefits. Agency outcomes in FY 2014 through 2016 for persons with intellectual disabilities for both rehabilitation rate and weekly wage were significantly lower than the agency norm. VR program data examined over a six year span indicate that the majority of VR consumers with an intellectual disability were in need of supported employment services. Many publications acknowledge the importance of school to work transition outcomes, that early exposure to a wide range of work-based learning experiences plays a large part in later outcomes for individuals with intellectual disabilities. Regarding those who have already

made the transition from secondary education, it will be important for VR to monitor and address the need to offer VR services to those individuals who are currently being served within day programs.

Group E —Individuals with Major Physical Impairments: The top vocational rehabilitation needs identified among individuals with major physical impairments were: Accessibility, Transportation, Assistive Technology, Housing, and Medical Care & Supplies. Many persons with physical limitations made their voices heard in the 2017 SRC Unmet Needs Survey and also at SRC Public Forums held around the state. Transportation and accessibility remain formidable barriers for wheelchair users, often presenting a more daunting challenge than work itself. Many told us of ongoing health care needs that are expensive and impossible to manage without proper medical benefits. Others emphasized the challenges they face finding accessible, affordable housing.

Group F —Individuals with Serious Mental Health Impairments. The top vocational rehabilitation needs identified among individuals with mental health impairments were: Access to Mental Health Care & Treatment, Individualized Placement Supports. Persons with mental health impairments are well represented in the ADRS service population, and are found in adequate proportion in all areas of the state. In terms of rehabilitation outcomes, however, agency data reveals that both weekly wage outcomes and rehabilitation rate were below the agency norm for the period. It has been established that some persons with Mental Health Disabilities, particularly those with the most significant disabilities, require specialized services that are sensitive to the unique limitations and treatment needs that are common among this population. Along this line of reasoning, several participants in this year's SRC Unmet Needs Survey expressed interest in VR's backing of the Individualized Placement and Supports model, as well as funding for Certified Peer Support Specialists.

Group G —Individuals with Disabilities who receive Social Security: To be eligible for Social Security Disability Insurance (DI) or Supplemental Security Income (SSI), a person must be deemed unable to engage in substantial gainful activity (SGA) due to a significant and long-lasting health condition. Because of this requirement, once receiving benefits, those who may be willing and able to work are often afraid of losing their benefits if they earn too much. Others are confused by the complex program rules governing benefit receipt for beneficiaries who work. Still others are unaware of the various incentives that SSA provides to encourage beneficiaries to return to work. VR Customers on the roles of SSI/SSDI need guidance tailored to their unique circumstances.

This guidance should come with persons who possess a deep knowledge of the relationship between SSA work incentives and the VR process.

(D) who have been served through other components of the statewide workforce development system; and

Each year, Alabamians with disabilities are served by other workforce programs, sometimes while duly enrolled with VR, and others exclusively by workforce programs. The primary need of individuals with disabilities participating within workforce programs is that the services and training offered should be accessible. Among those duly enrolled with VR, there is a need for services to be coordinated and unduplicated. Regarding accessibility, ADRS maintains a very active relationship with its workforce partners to ensure the accessibility of one stop career centers across
the state. Regarding service coordination and the non-duplication of effort, we anticipate improvement in the coming years as implementation of the Workforce Innovation and Opportunity Act more closely aligns ADRS with its workforce partners.

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Findings from the 2017 CSNA indicate that Alabama's Youth with Disabilities are affected by disproportionately high dropout rates, markedly lower rates of enrollment and completion of postsecondary education, and significantly higher rates of unemployment or underemployment. These observations are borne out by data from the Alabama Department of Education, the Census Bureau, as well as ADRS's own program statistics and survey research. Recently published findings from the National Longitudinal Transition Study demonstrated that Youth with an Individualized Education Plan are more likely than their peers to be socioeconomically disadvantaged, experience difficulty completing typical tasks independently, and find themselves the object of bullying. Youth with an IEP were found to be suspended at higher rates and to lag their peers in planning and taking steps to obtain postsecondary education and jobs (Lipscomb et al., 2017). Furthermore, Youth with autism, deaf-blindness, intellectual disability, multiple disabilities, and orthopedic impairments appear to be at highest risk for challenges making a successful transition from high school.

The problems and disadvantages described above may be reframed in terms of rehabilitation service needs. For Youth and Students with Disabilities to achieve their maximum potential, rehabilitation services should be made

available that: a.)support optimal secondary education outcomes, b.) provide early exposure to a range of high quality career and higher education information, c.) create early opportunities for work based learning in competitive, integrated environments, d.) support the development of healthy self-esteem, self-advocacy, and self- determination, e.) promote attainment of in-demand skills and credentials. Data reviewed in this CSNA suggest that Youth and Students whose disabilities present the greatest functional limitations require the same set of services, yet the means of
service delivery needed by these individuals is often more intensive and individualized. This holds true for Youth and Students with Disabilities affected by poverty, a limited social support network, and/or involvement in the juvenile justice system.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

While the findings of the 2017 CSNA do not suggest the need to establish further community rehabilitation programs within the state, changes underway that concern implementation of the Workforce Innovation and Opportunity Act make clear the need for certain developments and improvements. Since passage of WIOA in 2014, ADRS has worked closely with its Community Rehabilitation Program partners to adjust and implement WIOA's historic mandate. Influencing these historic changes are:

- Regulations on Transition Services and Pre-Employment Transition Services
- Regulations on Employment Outcomes and Competitive Integrated Employment
- Regulations on Supported Employment
- Regulations concerning VR Performance Indicators
- Regulations on Section 511 and Limitations on Use of Sub-Minimum Wage

The process of re-allocating our resources with the CRP program has already begun with Pre-Employment Transition Services and so far is considered a success. Of the total CRP set-aside dollars authorized to date in FY 17, 33% is for Pre-ETS service. Of all the consumers who had an authorization in the set aside, 44% of these were students with disabilities. The provision of Pre ETS through CRPs is an essential component of the department's plan to meet the needs of students with disabilities. In order to continue at this pace and to provide the services our consumers need to become better equipped to work, the method of payment for services provided by the CRP needs to transition from a performance or outcome based system as in STEPS I, II, and III to a service based system as we have done with Pre-ETS. It is proposed that these services be phased in as the CRP becomes prepared to provide them and meet the demands of

the counselors. However, most of the CRP's are already equipped to or are providing these services.

The restrictions placed on access to sub-minimum wage and the expansion of supported employment opportunities are significant but not particularly new in the VR program. Sheltered employment at below minimum wage has not been a suitable outcome for VRS for almost 20 years. WIOA simply made it much more difficult for a person to by-pass VR and select sub-minimum wage employment. Most of the traditional community rehabilitation partners in the state have relinquished their Department of Labor (DOL) sub-minimum wage certificates in favor of paying at least the minimum wage in what was traditionally called "sheltered employment". With supported employment, the law places an emphasis on providing services to youth with disabilities and for providing extended supports for a longer period of time before the ongoing support is transitioned from VR to another provider.

Counselors are being trained on the new WIOA initiatives and requirements. An emphasis is being placed on providing services that will make a person more capable of getting and maintaining a job than they were when they applied for VR services. This might include sponsorship in vocational, technical, or post-secondary training. It may include purchase of and training in the use of adaptive equipment or adaptive driving to overcome employment barriers. Or it may involve a referral to a CRP for job readiness, Smart Work Ethics, transitional employment, vocational assessment, work adjustment, career assessment, paid work experience, on the job evaluation or any other number of services to prepare and orient a consumer to the demands and skill requirements of work.

The WIOA performance indicators which will now be imposed on VR programs have been utilized for many years by our DOL partners. These performance indicators place a greater emphasis on employment retention and earnings after the employment outcome has been achieved. While VRS will still be judged on persons who maintain employment for 90 days and are closed as successfully rehabilitated, equal or greater weight will be given to whether that person has maintained employment for up to a year after services have been discontinued. Median earnings of all persons who retain employment is also a new standard for VR. These two indicators are intended to bring about a change in the services rendered to consumers. AVRS requires CRP partners who are committed to outcomes in which consumers maintain employment and earn a living wage.

(3) <u>Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services</u>

are coordinated with transition services provided under the Individuals with Disabilities Education Act .

ADRS recognizes that the provision of pre-employment transition services on an effective, equitable, statewide basis raises the bar for partnership with our secondary education partners. Section 113 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) requires VR agencies to go well beyond the level of coordination with education officials that has been established since 1973. Identification and referral of students is now but one aspect of VR's coordination with education officials. VR must also have in place processes and procedures for ensuring eligible and potentially eligible students with disabilities are aware of pre-employment transition services, and that they participate whenever the service is needed.

It is fortunate that prior to new WIOA requirements for students with disabilities, ADRS had enjoyed a long and productive relationship with the Alabama State Department of Education (ALSDE). ADRS maintains a formal Interagency Agreement with the ALSDE for the provision of transition services. At the state level, ADRS participates as an equal partner in the Alabama State Interagency Transition Team. At the local level, the ADRS has a counselor assigned to each high school to act as transition counselor. Furthermore, ADRS has for years been committed to the financial support of jointly funded positions, i.e. Pre-Employment Transition Specialists, in local education agencies to assist with the provision of transition services. Shortly after the final WIOA regulations were released in August of 2016, however, ADRS recognized the need for a comprehensive effort to build upon existing capacity and foster greater connections between ADRS staff and their Department of Education counterparts at the local level.

It is upon the foundation outlined above that ADRS collaborated with the Auburn Transition Leadership Institute to launch an effort entitled Transition Unlimited. Transition Unlimited is an Alabama pre-employment transition services (Pre-ETS) initiative designed to build capacity and connect services to appropriately implement pre-employment transition services throughout the state. Transition Unlimited accomplishes this through the development of transition teams at the local level. These teams meet face to face to assess the LEA's unique pre-employment transition needs, documenting these within a web-based "Action Plan." Each action plan documents levels of need across each of the five pre-employment transition service types, as well as the "who, what, where and when" questions inherent to service provision. Action plans are monitored and followed up upon and all team members have access to the plan via the Transition Unlimited web-portal. In its first year of operation, Transition Unlimited held 18 meetings across the state with representatives from over 300 school systems statewide. Through the efforts of nearly 750 persons in attendance, 355 high schools developed Action Plans. Only five public high schools in the state failed to develop a plan. Once plans are developed, team members given online access to the

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Transition Unlimited site, wherein they can monitor progress, receive technical assistance, share resources, and collaborate to achieve action items.

Findings gathered from these 355 action plans suggest that student needs for pre-employment transition services vary by school system and by characteristics unique to each individual student. Individual variation of student Pre-ETS needs were dependent upon multiple factors such as age and grade level. In several schools, students participated in school led Pre-ETS activities during grades 9 and 10. Variation of Pre-ETS needs by school system was found to be relative to a system's availability of transition focused resources. Transition Unlimited helped illustrate that while some schools have ample human and capital resources for transition related services, others do not. These findings lend support to the assertion made above regarding the demand for Pre-ETS — not all students who may benefit from Pre-ETS are in need of these services within each and every academic year.

After completion of the first year of Transition Unlimited, ADRS administration felt that the initiative's value as a tool to extend coordination with education officials for the provision of pre-employment transition services had been proven. In the summer of 2017, ADRS elected to renew Transition Unlimited for the 2018 fiscal year. It is anticipated that the initiative's collaborative model and tools will continue to be useful for years to come.

(k) **Annual Estimates**. Describe:

(1) The number of individuals in the State who are eligible for services.

The ADRS estimate for total individuals to be served in FY18 was 31,000. However , a greater than anticipated influx of consumers served as potentially eligible increased the total population to approximately 35,000 distinct individuals. Transition aged students who received services as potentially eligible most often eventually apply for services and receive services in subsequent years as a regular participant. This total distinct number of individuals served also increased to approximately 37,000 in FY 19 but is expected to return to about 35,000 as the number of potentially eligible students is not expected to increase at the level experienced over the last two years.

Based on this analysis, ADRS estimates a total of 35,000 individuals to be served through the VR program in FY 20 and 21. Of this 35,000 approximately 10,400 individuals will be served as potentially eligible or eligible with funds set aside for Pre-Employment transition services. The estimated amount of these funds is $9,816,603 . For Fiscal Year (FY) 20, beginning October 1, 2019 ,it is estimated that of the 35,000 individuals who will receive services, 23,000 will be eligible for services under the VR program. It is estimated that 1,600 additional individuals will receive assessment and diagnostic services as applicants without moving to eligibility or service status. Over the

previous four years ADRS has consistently implemented new plans on 6,600 to 7,000 new individuals. It was estimated that ADRS would implement approximately 7,000 new plans in FY 18 with approximately 14,000 individuals implementing plan at the beginning of the period. This target estimate was met. However, there was an increase in FY 19 to 9,400 new plans with approximately 15,900 individuals with a plan beginning FY 20. This increase was due to an increase in the number of consumers moved from potentially eligible status to eligible status during the year. It is estimated for FY 20 the numbers will return to FY 18 levels and remain stable as the large influx of students with disabilities becoming eligible will not be as great as the first two years of implementation of Pre-Employment Transition Services. The estimate for FY 21 is 23,000 individuals will be eligible for services under the VR program. FY 22 should also remain stable with 23,000 individuals being served as eligible under the VR program.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

During FY 20 it is estimated 23,000 individuals will be eligible for services under the VR program. It is estimated 19,500 people with disabilities will be served under part B of Title I and 3,500 will be served under Part B of Title VI of the Rehabilitation Act.

During FY 21 it is estimated that the numbers will remain stable with a small increase in the number served under supported employment instead of title I. It is estimated 19,300 people with disabilities will be served under part B of Title I and 3,700 will be served under Part B of Title VI of the Rehabilitation Act.

During FY 22 the total number of eligible persons is estimated to remain the same as FY 21 at approximately 23,000. It is estimated 19,200 people with disabilities will be served under part B of Title I and 3,800 will be served under Part B of Title VI of the Rehabilitation Act. The DSU is not in an order of selection.

(B) The Supported Employment Program; and

It is estimated 3,500 individuals with disabilities will have a supported employment plan in FY 20, approximately 3,700 in FY 21, and approximately 3,800 in FY22.

(C) each priority category, if under an order of selection.

ADRS is not in an order of selection.

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(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
ADRS is not in an order of selection.

(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.
For FY 20, the following estimates apply: It is estimated a total $83,698,546 will be available to deliver services which includes Title I funds, state matching, Social security reimbursement and funds earmarked for the provision of Pre-Employment Transition Services. In FY 19 approximately 58% of the Students receiving Pre-Employment Transition Services were students who were potentially eligible or not yet eligible for VR. Subtracting an estimated 58% ($5,693,629) of the estimated $9,816,603 reserved for Pre-Employment Transition services, the funds available for the delivery of services to eligible consumers and applicants is $78,004,917.

FY 20
Estimated Number to be Served 23,000
$78,004,917 Total Funds available
Average Cost of Services Part B Title I Funds = $3,392

It is estimated that funding under Title I, state matching dollars, and other sources will remain stable. These estimates of funds available and number of persons served will be the same for Fiscal Year's 21 and 22.

FY 22
Estimated Number to be Served 23,000
$78,004,917 Total Funds available
Average Cost of Services Part B Title I Funds = $3,392

FY 23
Estimated Number to be Served 23,000
$78,004,917 Total Funds available
Average Cost of Services Part B Title I Funds = $3,392

For FY 20 it is estimated there will be 3,500 eligible consumers under Title VI.
The federal grant award for Title VI funds available is projected to be $300,000 for each fiscal year.

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The average cost of serving an eligible consumer is approximately $3,400. Therefore only 88 eligible individuals will be served with the available Title VI federal grant award. Fifty percent or more of these individuals will be consumers who are youth with the most significant disabilities. The remainder of the consumers receiving services under a supported employment plan will receive such services under Title I funds. It is estimated that funding under Title VI will remain stable.

These estimates of funds available and number of persons served will be the same for Fiscal Year's 21 and 22.

FY 21- $300,000 with 88 individuals to be served with the available Title VI fund grant award.
FY 22- $300,000 with 88 individuals to be served with the available Title VI fund grant award.

(l) **State Goals and Priorities**. The designated State unit must:

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The goals below were jointly developed and agreed to by the agency and the State Rehabilitation Council. The SRC and the agency jointly reviewed the goals and jointly agreed to any revisions. These goals were developed after analysis of available information on the operation and effectiveness of the VR program including reports and recommendations from the SRC and the statewide needs assessment.

(2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.

State Plan Goals PY 2020 and 2021

1. Expand and improve competitive integrated employment, job retention and advancement opportunities for youth and adults with disabilities.
2. Improve services, outcomes, approaches, and supports for Alabamians with the most significant disabilities including supported employment opportunities.
3. Maintain high levels of consumer satisfaction.
4. Continue to serve all eligible applicants and avoid an order of selection.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

(A) the most recent comprehensive statewide assessment, including any updates;

These goals and priorities are based on the most recent comprehensive statewide needs assessment completed in the fall of 2017.

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

Baseline data is being collected and RSA will establish level of performance with VR for measurable skill gains. Additional measures will be negotiated when baseline data is available.

(C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

These goals and priorities are based on: A)the most recent comprehensive statewide assessment, B) the state's performance under the performance accountability measures of section 116 of WIOA, C) other available information from the State Rehab Council and D)input from 107 monitoring team in July 2018.

(m)**Order of Selection**. Describe:

(1) Whether the designated State unit will implement and order of selection. If so, describe:

(A) The order to be followed in selecting eligible individuals to be provided VR services.

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

(B) The justification for the order.

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

(C) The service and outcome goals.

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

(D) The time within which these goals may be achieved for individuals in each priority category within the order.; and

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

(E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

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(2) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

This agency is not implementing an Order of Selection. Should an Order of Selection become necessary, this section will be amended to include a description of the above criteria.

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

(1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The Alabama Department of Rehabilitation Services (ADRS) has an extensive history and commitment to providing supported employment within the state. ADRS matches Supported Employment grant dollars at over 10 times the amount of the grant award. Our state currently receives a formula grant award of $300,000 in Title VI funds. Our state currently spends over 4 million dollars on supported employment outcomes and over 1 million additional dollars through contractual agreements for Project SEARCH (PS) and Individual Placement and Supports (IPS) Supported Employment Programs. The priority of the department is to improve services to Alabamians with the most significant disabilities. ADRS distributes supported employment funds to its rehabilitation counselors who in turn purchase needed supported employment services through a network of approved vendors utilizing a Milestones outcome based payment system. This process provides payments to authorized supported employment providers for assisting individuals to reach Milestones toward successful employment. Supported Employment providers are reimbursed for the following Milestones:

1: Determination of Needs (20% of total) (Discovery or Person Centered Profiles can be substituted making it approx. 26%)

2. Job Development and Hire (20 % of total)

3. Job Coaching and Retention (25 % of total)

4. Successful Closure (Employment Stability for 90 days) (35% of total) ***80% of funding occurs on and after the person is employed (74% with Discovery)

Each provider receives funding based on the milestone achieved for each person served. Provider goals are based upon past performance, input from the ADRS liaison counselor, and the estimated need for supported employment services in each service area of the state. Supported employment services are provided utilizing an individualized, customer driven approach, encompassing each person's individual support needs to ensure an appropriate and successful job match. Additionally, The

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Alabama Department of Rehabilitation Services has committed to improving successful supported employment outcomes through collaboration and coordination with other agencies and organizations including sharing or braiding funding. ADRS is currently participating in the following collaborative efforts to help achieve supported employment priorities:

We have 16 Project SEARCH sites in Alabama serving over 150 students and youth. For the secondary programs, this collaboration involves Alabama Department of Mental Health-that provides extended services for students and youth, Alabama Council on Developmental Disabilities that provides funding for training and technical assistance, the local school systems that fund a teacher (some programs also fund a teacher's aide), local Community Rehabilitation Partners that train and supervise the skills training instructors on site, and our department that funds two skills training instructors at each site. Our state is unique in that our Project SEARCH sites are led by a state team which provides oversite to the programs and participates in the steering committee meetings. This state team consists of members of the Alabama Department of Rehabilitation Services, the Alabama State Department of Education, and the Alabama Department of Mental Health.
For the youth Project SEARCH programs, ADRS funds the skills training instructor(s), local workforce boards also fund a skills training instructor. The One-stop Career Centers provide work based learning and Post-secondary Education provides the instructor.

Individual Placement and Support (IPS) Supported Employment- This program serves individuals in supported employment who have serious mental illness and co-occurring substance use disorder. This is a collaboration between the Alabama Department of Mental Health and the Alabama Department of Rehabilitation Services. Our state currently collaborates for three IPS programs, Altapointe Mental Health, Chilton/Shelby Mental Health, and Montgomery Mental Health Authority. Long term support is provided by the therapeutic team or through case management at the local mental health centers.

Connections is a program that serves students and youth on the Autism Spectrum and provides support services for parents. This highly successful transition program is provided in four locations throughout the state. These include Decatur, Birmingham, Montgomery and Enterprise.

Recently, ADRS and ADMH released an RFP to community rehabilitation providers who serve individuals through pre-vocational services in day settings. This braiding of funding initiative is designed to move individuals with intellectual disabilities from day habilitation settings to competitive integrated employment.

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We have seen an increase in SE services over the past several years and anticipate, through pre-employment transition services, to continue serving those with more significant disabilities at an earlier age. Providers are encouraged to provide work based learning experiences to individuals with more significant disabilities.

(2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :

(A) the provision of extended services for a period not to exceed 4 years; and

Extended service provision is provided to youth with the most significant disabilities in a variety of ways. This includes the Medicaid waiver, state dollars set aside to support youth in Project SEARCH, case management services for IPS, fund raising, private pay and ADRS for youth for up to four years or until they no longer meet the definition of a youth.

ADRS does provide extended services to youth who do not receive Medicaid waiver services through ADMH. For youth who are on the waiting list for the Medicaid waiver, ADRS collaborates with ADMH to try to access these services. With the implementation of pre-employment transition services, ADRS is receiving increased referrals for youth with very significant needs, including the need for extended support services. It is anticipated that we will see an increase in youth requiring extended services funded by ADRS.

(B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Alabama Department of Rehabilitation Services has forged a collaborative partnership with the Alabama Department of Mental Health to provide evidence based supported employment services (IPS) to recipients of community mental health services in Mobile, Montgomery and Chilton/Shelby Counties. We are currently partnering with ADMH to support youth in Project SEARCH requiring extended services. Fund raising and private funding is also being utilized to support extended services to youth.

(o) **State's Strategies**. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

(1) The methods to be used to expand and improve services to individuals with disabilities.

The agency employs a number of strategies to expand and continuously improve services. The sections below will describe some of the specific methods and strategies to expand and improve services to individuals with disabilities in Alabama.

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(2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

The agency has multiple strategies to provide access to technology services and devices on a statewide basis during all phases of the rehabilitation process. To start, the agency has a statewide network of degreed and qualified rehabilitation engineering specialists. The team members are located strategically throughout the state, so all staff have access to their expertise. This team meets on a quarterly basis to discuss among themselves, and with partner agency staff, various new products and advances in assistive technology services. These meetings provide vendors the opportunity to demonstrate new and innovative pieces of technology to the team. This team will act as a training agent for other agency rehabilitation staff throughout the state. Team members will attend unit meetings throughout the state to discuss and demonstrate technology to frontline counseling staff. The team members will also continue to attend national conferences, such as the Assistive Technology Industries Association (ATIA) conference, where they will be exposed to innovative technology. The rehabilitation engineering and assistive technology team will continue to present at various conferences throughout the year. Conferences they will attend and present at include the Alabama Association of Persons in Supported Employment (APSE) conference, the Alabama Assistive Technology & Expo Conference, the Technology Symposium (which focuses on blind and low vision technology), and other conferences as appropriate. As part of this statewide team of rehabilitation engineering specialists, the agency also employs assistive technology specialists, two of whom specialize in educational and learning technology, one who specializes in deaf and hard of hearing technology, and one who specializes in blind and low vision technology. Having this team of rehabilitation engineering and assistive technology specialists provides a resource for counselors to purchase and utilize technology for consumers throughout the rehabilitation process, including evaluation, IPE development and implementation, training, and employment.

The agency also has a state-of-the-art Adaptive Driving Program. The agency has ten (18) vehicles equipped with varying levels of comprehensive adaptive driving equipment. These vehicles are utilized within the ADT program by two (2) Certified Driver Rehabilitation Specialists and five (12) Certified Driving Instructors who provide adaptive drivers training to Alabamians with disabilities statewide. The program is unique in that through a cooperative arrangement with the Alabama Department of Public Safety, Driver's License Division, the agency's adaptive driving staff has been certified to give the driver's license road test to our consumers and confer upon them a certificate for the driver's license. The ADT program operates two highly specialized vehicles with the latest high-tech equipment available worldwide, to allow the program to serve the most severely disabled consumers.

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In partnership with the UAB Center for Low Vision, the agency's Adaptive Driving Program is the premier provider of comprehensive evaluation and training for bioptic driving. Bioptic driving is a method of driving that utilizes both the individual's general vision in combination with intermittent spotting through a small telescopic system that improves the sharpness of the individual's far vision. This has been a very successful partnership and an avenue of independence for many individuals served by the agency. ADT staff continue to attend and provide training at the annual Alabama Assistive Technology & Expo Conference at Auburn University as well as the annual Technology Symposium at the Alabama Institute for Deaf and Blind.

(3) <u>The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program</u>.

ADRS is committed to effective outreach to racial and ethnic minority groups and other disadvantaged and underserved populations. ADRS outreach procedures are aimed at eliminating barriers to participation and ensuring representative diversity and inclusion. We believe this commitment begins with diverse, well trained staff members. The agency employs a diversity & recruitment coordinator to ensure that we have a diverse staff to meet the varied needs of the consumers served by the agency. ADRS maintains a diversity plan that has been approved by the administration. This plan indicates strategies to hire minority staff to work within the agency. The agency conducts diversity training for all agency staff to address the needs of diverse consumers the agency serves.

ADRS recognizes and has addressed statewide impediments to participation that arise from language barriers. ADRS has established an account with Linguistica International to provide interpreting on a real time basis so staff can converse with non-English speaking consumers and minimize any language barriers. To assure that limited English proficient populations can access VR services, essential written and online materials have been made available in all languages spoken by at least 500 people in the state.

Regarding "unserved" populations, ADRS is fortunate in that it has never operated under an order of selection and has therefore never instituted a waiting list or turned away eligible individuals from services. Alabama's VR program does not have "unserved" population in this sense of the term. Another interpretation of the term "unserved" might consist of Alabamians with disabilities likely to meet eligibility guidelines who never apply for services. This group presumably consists of: those in need of services who are unaware of the VR program and, those who are aware but elect to pursue employment independently or via other resources. Concerning the first group, those in need of services unaware of the VR program, ADRS directs ongoing outreach efforts through multiple channels on a statewide basis. ADRS services are made available, for example, via every One-Stop center and public high school in the state. Furthermore, the VR program broadcasts its availability through strategic partnerships

with the Department of Mental Health, the Alabama Head Injury Foundation, and the Alabama Council on Developmental Disabilities, to name a few.

Regarding "underserved" individuals, federal guidelines do not prescribe specific groups for analysis. Rather, it has been suggested that each state should examine matters from multiple perspectives to identify potentially underserved populations. The 2017 CSNA considered input received from the State Rehabilitation Council via the 2017 Unmet Needs Survey and also by way of its Report of Public Forums. It also conducted an analysis of internal program data, and in doing do, the 2017 CSNA defined the term "underserved" as any group for whom it may be shown that any of the following conditions are true; a higher than average percentage of those closed from eligibility for reasons that the individual's disability was too severe, or, a rehabilitation rate that is far below that of the agency average, or average weekly earnings far below the agency average. All things considered, the 2017 CSNA identified the following groups as potentially underserved: A.) Individuals with Autism, B.) Individuals who are Blind, C.) Individuals who are Deaf, D.) Individuals with Intellectual Disabilities, E.) Individuals with Major Physical Impairments, F.) Individuals with Serious Mental Health Impairments, and G.) Individuals with Disabilities who receive Social Security.

Regarding services to Individuals with Autism: Autism is an emerging disability with increasing numbers requesting services from the public rehabilitation program. This holds true for Alabama. VR staff have participated in several training programs during the current fiscal year related to autism. The agency will provide consultation to supported employment projects and CRPs who need technical assistance and support in serving this expanding population. This effort is intended to build capacity within our existing provider network. We have identified Triumph, Inc., a successful supported employment provider for individuals with autism, to serve as the consulting organization. Triumph continues as a vendor to provide supported employment services. Lakeshore Rehabilitation Facility hosts a Connections programs for students, youth and young adults with Autism. This year—long social skills training takes place in the classroom, but then is applied in real world settings in the community where classroom skills taught are then utilized. Nearing completion of the program the participants are referred to community— based rehabilitation programs for employment or supported employment based on their needs. We currently have three (4) Connections programs. The goal is to expand this program throughout the state so that individuals and their parents will have access to this program. Many of the programs have a parent support group component that meets in conjunction with the Connections classes.

The agency maintains an excellent service delivery system to consumers who are blind or have low vision. This service delivery system includes a network of Rehabilitation Counselors specializing in blindness, Vision Rehabilitation Therapists, Orientation and Mobility Specialists, Assistive Technology Specialists, Pre- Employment Transition Specialists, and Vision Rehabilitation Assistants who provide a wide range of services to individuals who are blind or have low vision. Additionally, there is a State

Coordinator of Blind Services who oversees these services. ADRS Blind Services semi-annually partners with the Alabama School for the Blind Alumni Workers Association and the Alabama Institute for Deaf and Blind to provide a statewide Technology Symposium. During the symposium, blindness professionals conduct training sessions related to activities of daily living, independence, recreation, and employment for staff members, Teachers of the Visually Impaired (TVI's), school administrators, and consumers and their families. Vendors are also on hand to showcase and demonstrate the latest assistive technology devices. ADRS's blind and deaf division developed a new class of employees called Blind and Deaf Pre-Employment Transition Specialists to identify and serve students in the public-school systems who are blind or deaf. In addition to these new outreach activities these specialists provide direct pre-employment transition services to blind and deaf students in public schools across the state. This is done through the Blind and Deaf Pre-employment Transition Specialists working collaboratively with LEA's and VR staff statewide.

ADRS has a long-standing commitment to the full inclusion of Alabama's deaf community. ADRS continues its strong working relationship with Troy University and their Interpreter Training Program. ADRS Staff interpreters help mentor Troy students as they progress through the program. This will increase the supply of interpreters and eventually mean more support for deaf consumers. In conjunction, the agency is attempting to establish an interpreter job classification to hire permit level interpreters who can be promoted to nationally certified positions after passing the test. The agency will also continue its active involvement in the One-Stop Career Center system to ensure full inclusion of consumers who are deaf. The agency will utilize the Deaf Advisory Committee (DAC) to help shape ADRS policy in terms of service provision to the deaf community. The DAC is comprised of members from state/national organizations such as the Alabama Association of the Deaf (AAD) and the Alabama Black Deaf Advocates (ABDA). The Committee also serves as an advocate to legislators and other state officials and is a subcommittee of the State Rehabilitation Council (SRC).

The agency has made significant efforts over the past eight years to identify and work with the most significantly disabled. The agency has a state specialist overseeing the expansion and effectiveness of the agency's supported employment efforts. Two additional specialists have been hired to assist with the growth and expansion of supported employment in Alabama in the last 2 years. This growth includes expansion of project SEARCH sites including youth Project SEARCH programs, Individualized Placement Support programs for individuals with serious mental illness and co-occurring substance use disorder, and expansion of the Connections program for individuals with Autism. We are currently collaborating with the LEAs and training rehabilitation transition counselors on provision of services to students at an earlier age while in the secondary setting. This should increase participation of students with more significant disabilities and provide those services earlier. We currently have jointly

funded Pre-ETS specialist contracts with secondary education for students with most significant disabilities. ADRS will collaborate with local school systems to develop and implement a transition initiative; ensuring students who are appropriate for SE services have access to providers prior to their exit from high school. SE providers will be active in the local high schools to present information regarding their programs to parents, students and staff. Students will also have the opportunity to participate in community-based assessments before they exit school, to facilitate a seamless transition. Many students with most significant disabilities are participating in our summer JET program which is a work-based learning experience and includes paid work.

ADRS continues to work cooperatively with Department of Mental Health to move consumers towards community—based employment from sheltered workshops. Many of the providers for ADMH that have traditionally supported day programs are vendors with ADRS for SE. We continue to work collaboratively on Employment First endeavors. Partners include: Alabama Department of Rehabilitation Services, Alabama Department of Mental Health, Alabama State Department of Education, Alabama Medicaid, Alabama Department of Economic and Community Affairs and the Alabama Department of Post-Secondary Education. These partners will continue to collaborate with human service agencies that work with people with disabilities and the workforce investment/development agencies to work together to support the concept of employment first.

The agency has an active program in serving individuals with traumatic brain injury. The agency has a staff person who oversees various activities related to traumatic brain injury and secures/directs traumatic brain injury grants. The agency has a task force related to brain injury. It includes members of various social service organizations who have contact with individuals who have traumatic brain injury. This organization meets on a quarterly basis for the exchange of information which will benefit services to individuals with traumatic brain injury. The agency has a network of TBI care coordinators located strategically throughout the state. The role of the care coordinator is to receive the initial referral of someone with a brain injury, then provide counsel and assist the individual and family in accessing the state's network of services for persons with TBI. This includes services of the agency and services of other agencies. Alabama has two specialty caseloads in Mobile and Birmingham dedicated to serving individuals with TBI. These two counselors also serve as a resource to other counselors in the stat who may receive a TBI referral.

Regarding outreach to individuals with disabilities receiving social security, ADRS makes benefits counseling services available to all eligible individuals. Individuals receiving Social Security Disability Insurance (SSDI) or Supplemental Insurance Income (SSI) have the lowest employment rate. A primary factor contributing to this trend is the lack of accurate and timely benefits counseling services. Fear of a loss of benefits and misinformation has prevented or deterred individuals from entering employment or increasing wages. ADRS hires, trains and employs SSA trained and

certified benefits specialists. Benefits counseling services are provided to all eligible individuals regardless of their status as an ADRS consumer. Services are provided based on the Social Security Administrations (SSA) prioritization protocol. Highest priority is given to those individuals currently working or have job offers pending. Individuals actively seeking employment with specific vocational goals are served followed by those in the early information gathering contemplative phase of employment goal development. Additionally, ADRS places individuals served through either SEARCH or DISCOVERY in the top priority. Individual of the highest priority are provided full intensive work incentive planning services, while others receive Information and Referral Services. In the current period, the agency has received 4,827 referrals for benefits counseling services statewide. This number includes individuals served by the agency as well as other SSA beneficiaries who are not current agency consumers. Additionally, as a result of the expansion of the WIPA benefits counseling program, a cooperative program was developed with the Alabama Department of Mental Health to support additional SSA trained and certified benefits specialists specifically charged with serving individuals on the Intellectual Disabilities (ID) or the Living at Home (LAH) waivers. ADRS DMH benefits specialists adhere to the same documentation, service delivery and quality standards and serve a minimum of 100 individuals per year. The Social Security Administration approached ADRS in 2017 with an invitation to participate in a national demonstration project that tests proposed new rules and work incentives for Title XVI (SSDI). The Promoting Opportunity Demonstration (POD) demonstration project includes 11 states nationwide and tests simplified work incentives and a benefit offset in the Social Security Disability Insurance (SSDI) program to determine its effects on outcomes such as earnings, employment, and benefit payments. The agency entered into a 5-year agreement with Social Security and their subcontractor to employ benefits specialists trained in both the current rules and regulations as well as the rules proposed under the demonstration project. The agency is currently in year 3 of the POD demonstration project and has provided services to 848 individuals statewide. The results of the study will be evaluated and distributed nationally and may have an impact on the final rule changes that will impact Title XVI beneficiaries.

(4) <u>The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).</u> ADRS continues to collaborate and coordinate transition services with the LEAs. ADRS has increased efforts to develop and improve transition partnerships, programs and service models by implementing and expanding the following services/programs: <u>Work based learning</u> to include JET (Job Exploration Training), workplace readiness and job exploration - Students are provided training in the areas of job exploration,

career assessment, social skills training, mock interviewing, resume preparation, and self—advocacy training. Paid work experiences in a community setting are arranged for each student satisfactorily participating in the JET training.

Smart Work Ethics Training (SWE) - SWE is a social skills curriculum that addresses communication skills and work place behaviors (attitude, work ethic, image and appearance, interpersonal skills, teamwork, time management, accountability) needed to obtain and maintain successful competitive employment. This curriculum is provided to the student in the LEA by a certified trainer from a Community Rehabilitation Program.

Jointly - Funded Pre-Employment Transition Specialist - ADRS is committed to providing jointly funded pre-ets specialists in local education agencies to assist with the provision of pre—employment transition services. The jointly-funded specialists provide pre-employment transition services which are not typically or customarily provided by the LEA. These pre-employment transition services are designed to increase the likelihood of independence and inclusion of students with disabilities, including those with significant disabilities, in communities, as well as, maximize opportunities for these students for competitive integrated employment. Currently, ADRS has 31 jointly funded pre-ets specialists in place through third- party cooperative agreements.

Career Assessments - Provided by a local community rehab provider to students with disabilities, who are eligible or potentially eligible for VR services, to assist in determining interests and skills needed for employment in their community. For those students who are planning to enter post-secondary training, counselors may refer eligible VR consumers for an LD evaluation to determine interests, learning styles, accommodations that may be needed and to obtain documentation necessary for disability supports services.

Engage Alabama - Engage Alabama is a collaborative effort of the ADRS, Alabama State Department of Education, Alabama Council on Developmental Disabilities and Alabama Disabilities Advocacy Program to develop and provide an app for students with disabilities to improve the student's knowledge of transition services; assist the student in identifying and utilizing strategies to improve transition services and increase the student's capability to better advocate for transition service through the student led IEP process. Students may access Engage Alabama via the internet at engageal.com, or by going to the Apple Store or Google Play store where students can download the app at no charge. Once all questions in the app are answered a transition plan will be generated that the student may print and share with his/her family and IEP case manager prior to the IEP meeting. This plan will serve as a self- advocacy tool to assist the student in successfully leading his/her IEP meeting, in discussing transition goals and

what is needed for the students to reach those goals. Students may access this app as often as need during the school year to make any necessary changes, but it is recommended that students access the app on an annual basis prior to his/her IEP meeting. It is important to note that while the Engage Alabama application was designed for use by students who are receiving services under an IEP, any student with a disability (including those that would meet the requirements for 504 services) may access the app to assist with identification of needed pre-employment transition services and to develop transition goals.

Prison Transition Initiative - The agency continues to maintain collaborative efforts to assist those students with disabilities in transitioning back to the community upon release from adult prisons by making referrals to local VR counselors 90 days prior to release. However, with the agency's ability to serve students with disabilities who are potentially eligible, VR now has the capability to provide pre-employment transition services to those students, who are receiving services under an IEP, while incarcerated. A state office staff member will to work with the Special Service Assistant and Case Manager to identify those students with disabilities who can benefit for pre-ets services and obtain documentation needed to serve those potentially eligible consumers. This staff member will then coordinate and authorize for the provision of these services with a local community rehab provider. These services are designed to increase the likelihood of a successful transition back into the community and employment.

Jointly Funded Full Time Instructor - The Alabama Department of Rehabilitation Services entered into this agreement to mutually serve students with disabilities in the Pike County and Troy City Boards of Education through cooperatively funding the professional services of one full-time nine-month instructor, housed at Charles Henderson High School and Troy/Pike Center for Technology. Instruction will be provided in an integrated classroom setting with peers who are not identified as students with disabilities and will focus on the area of pre-employment transition services. These pre-employment transition services, which are not typically or customarily provided by the LEA, will be provided in a group setting in a classroom or the community. The instruction of pre-employment transition services provided will be in the areas of: job exploration counseling, work- based learning experiences, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, workplace readiness training and instruction in self-advocacy. This instruction is designed to prepare students with disabilities to enter long term competitive integrated employment in high demand careers by identifying and exploring career interests, as well as, increasing individual independence, self-sufficiency and inclusion of students with disabilities in their communities. Students served by this program include any student with a disability enrolled at Charles Henderson High School and Troy/Pike Center for Technology who is in the 11th or 12th grades, is eligible for or potentially

eligible for Vocational Rehabilitation Services, and has received a referral from the VR Transition Counselor, Special Education Teacher and/or school administrator. Course curriculum will consist of instruction in the following areas Basic Computer Skills, Financial Literacy, Problem Solving, Manufacturing, Job Acquisition. Course curriculum will also include discussion of local high demand careers, labor market information and activities that may include community-based experiences.

Jobs for Alabama Graduates (JAG) - The Alabama Department of Rehabilitation Services have agreements with twenty-five JAG programs in our state to jointly serve students with disabilities who are participating in the JAG program.
Through the JAG program, students with substantial barriers to employment and who are at risk of dropping out of high school, are exposed to over 700 hours (beginning in the 9th grade) of services (workplace readiness training, career exploration, work-based learning) with the goal of increasing the student's likelihood of graduation and entry into employment or post-secondary training.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
As the agency continues serving the more significantly disabled, there may be the need to provide additional training to CRPs. Three potential areas of Community Rehabilitation Program improvement were noted: (1) increased availability of comprehensive learning disability evaluations, (2) services to individuals with autism, and (3) working with community rehab programs to build capacity for the delivery of Pre- ETS to students with disabilities while still providing quality employment services to individuals with disabilities. The agency will invite CRP staff to specific trainings in order to improve and elevate skills of CRP employees in areas such as Pre-ETS, autism and social skills training.

(6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

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

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

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In order to develop further strategies to improve the performance of the state, it is necessary to evaluate the baseline data in relation to anticipated and actual performance. Previous strategies implemented for Program Years 2016-2019 may have had had a positive impact and should continue and there may be new strategies to implement which have become apparent in the period in which baseline data was collected and the resulting establishment of the performance requirements.

1. Retention of employment in the second and fourth quarters after exit requires proactive efforts to improve the likelihood that individuals will seek, attain, and retain jobs which are consistent with the individual's choice and will meet their needs in terms of adequate earnings, benefits, and future opportunities. VR has designated two staff persons to function in the role of WIOA Compliance Specialists whose responsibility includes conducting the required second and fourth quarter follow-ups on participants who have exited the program. This activity involves the collection, validation, documenting and recording of both UI and supplemental wage data. The information collected and reported resulted in a second quarter after exit employment rate of 62.8%. Although this is not necessarily a strategy to improve the performance, it is a strategy to assure VR is basing other strategies upon accurate outcome data and is able to measure the effects of past and future strategies. The recently acquired knowledge of participant retention and wages data provides counseling and management staff with feedback on the value of the services provided in terms of long-term successful employment for VR consumers.

Strategies which have led to successful retention and will continue are the provision of services which lead to skill gains and credential attainment. Providing the individual with a disability with the employer required skills or credentials enhances the likelihood the individual will be able to enter into, retain, or maintain satisfactory employment for the four quarters beyond exit quarter and longer. Although skill gain and credential attainment are separate measures under WIOA, these two actions can and do result in enhanced long-term successful employment. Counselors will use current labor market information to assist consumers in making informed choices regarding in-demand skill level occupations rather than attaining an entry level job that does not require any specific skills or credentials. VR counselors will access training offered through junior colleges, vocational schools, and other WIOA providers in order to enable the participant to have an improved opportunity for success. For consumers who are employed but need VR assistance to maintain or advance in employment, the RAVE (Retaining a Valued Employee) program is a proven strategy for insuring job retention and job satisfaction. The agency recognizes that adequate transportation is a major factor in job retention, especially for persons with the most significant disabilities. Resources are being directed toward enabling participants to manage their own

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transportation requirements through driving training, accessing and managing personal transportation, and vehicle modification assistance.

2. The agency will provide specific services to consumers that will enhance skill levels and assist in obtaining credentialing that will lead to specific jobs. School age students will be provided Pre-Employment Transition Services which are mandated in WIOA. These services are centered around Career Exploration, Work Based Learning Experiences, Counseling on Post-Secondary Education opportunities, Workplace Readiness, and Self-Advocacy. The agency will increase opportunities for College Preparation training and the agency will work with public schools statewide in order to plan vocational services and increase VR counselors' presence in the schools. In order to ensure that individuals with disabilities have access to services offered through career centers, VR will collaborate with workforce partners by having regular workforce meetings and by assuring the agency is represented on all local workforce boards. The agency will continue to assist consumers with gaining the skills necessary to compete for in-demand jobs through collaboration with technical schools, universities, and partnerships with agencies such as the Alabama Industrial Development Training (AIDT).

3. The measure of effectively serving employers is a combined effort with all WIOA partners and is reported separately from other VR specific measures. The VR agency will effectively serve employers through business services provided through its long-standing Business Relations Program called READI-Net. In order to improve the performance of the state in respect to this performance accountability measure, the READI-Net program will continue to provide disability resources, information and services to businesses in order to meet their disability and employment-related needs. The READI-Net program will also continue to develop new and innovative services for businesses. These new and innovative services will be driven by specific input from long-term ADRS business customers who serve as advisors to ADRS through the VR State Rehabilitation Council's Employment Committee, through the Disability: IN Alabama, which is the state chapter of the national Disability: IN, and through Business Roundtable Events. The input gained from these business customers will be used to develop strategic plans with businesses which will facilitate the customization of business services in order to assist businesses with their outreach, recruitment, hiring and retention needs, as well as staff training needs, affirmative action planning, metric and record keeping, and customized, company specific, disability-related services. The agency will work in collaboration with the Core Workforce Partners to record and report on the required measurements of Retention and Repeat business. The agency; however, will work in partnership with the Core Workforce Partners to develop an alternate means of measuring its effectiveness in serving employers, as allowed by WIOA regulations.

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4. The median earnings for second quarter PY 18 has been released to the state based on data submitted in previous quarters. The Alabama VR median earnings for second quarter after exit was $3,568.00. Although this is the result for Alabama, the Statistical Adjustment Model has not been applied as yet. VR does not have enough information to determine if these results are within an appropriate target. Strategies to improve median wages would include efforts to improve skill gains and credentials to enhance the post-exit earnings of participants. Counseling and guidance utilizing labor market information to guide individuals to education or training programs which lead to higher earnings capability will also be provided. The VR agency's RAVE (Retaining A Valued Employee) program will increase earnings for consumers based on the fact that these are employed individuals needing rehabilitation services who are receiving higher wages due to time on the job. Successful rehabilitation of these consumers, results in a higher average wage for the agency and benefits the consumer and employer. The agency will also focus on providing services centered around career advancement within their employment. This will allow consumers to acquire additional skills that will elevate opportunities for higher earnings. Employment outcomes with higher wages will also be emphasized with counselors.

5. The measurable skill gains rate for PY 18 was 36.9%. VR currently has a high number of consumers in secondary education and a reasonable number of adults also participating in post-secondary, vocational, or technical training. These individuals who are in a training program which leads to a credential can earn a measurable skill during each year of participation. Considering the Alabama VR strategy to increase retention and earnings is to guide more participants to training which will lead to higher earnings and job satisfaction, this increase will naturally lead to an increase in attainment of a measurable skill gain. However, the issue is complicated by the ability of the agency to collect and properly document measurable skill gain attainment. Counselors have had difficulty obtaining school records to prove completion of a skill gain or credential. Without proper documentation, the skill gain cannot be recorded. A strategy to improve our documentation of skill gains earned will include data sharing agreements with both post-secondary and secondary education institutions as well as improved methods of obtaining documentation from consumers. As the number of participants in an education program which results in a credential rises, the documentation requirements will also increase and the counselors will need to keep pace with the increased record collection demands.

(7) <u>Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.</u>

The agency maintains a very productive relationship with the Workforce Development System of Alabama. The ADRS Commissioner sits on the Statewide Workforce Development Board and the Governor's office on education and workforce

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transformation board. Consequently, the agency has a voice at the table to advocate for the needs and issues of individuals with disabilities. The agency has counselors stationed on a permanent basis in One-Stop Career Centers in several of the larger cities in the state. These staff members receive referrals and provide advice and information to other staff in the One-Stop Career Centers on how to serve individuals with disabilities. The agency will have staff participate in the state Workforce Conference and serve on local workforce boards. The agency sits on the planning council of the workforce conference so that various breakout sessions related to the needs of individuals with disabilities are included on the agenda. The agency is currently working in collaboration with the Career Centers and Workforce Development Partners on assessing all the Career Centers in the state for accessibility. Recommendations will be made by the agency and the Workforce Development Core Partners will work together to ensure that the Career Centers continue to be accessible for all individuals with disabilities. Also, as mentioned previously, the agency has established a Video Interpreting Network. Should a deaf individual come into the local One—Stop Career Center, a video interpreting situation can be set up for that individual to be served. ADRS continues to collaborate with workforce boards to provide services to students and youth with disabilities. These collaborations bring together several Workforce Development partners such as Post-secondary Education, ADRS, Alabama Department of Labor and Alabama Department of Commerce.

(8) How the agency's strategies will be used to:

(A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Strategies to support Goal 1 - Expand and improve competitive integrated employment and advancement opportunities for youth and adults with disabilities.

• Expand and improve employer and state agency partnerships to achieve Workforce Innovation and Opportunity Act common performance measure outcomes. ADRS will build upon the existing business engagement activities, as well as state partnerships with the Alabama Workforce Development Board, Adult Education, local workforce boards and One-stop Career Centers to promote work-based learning opportunities for ADRS participants with an emphasis on in-demand occupations.

• Enhance career guidance competencies of VR counselors through participation in local work force boards fostering knowledge of local labor-market information and in-demand careers.

• Enable consumers to access training and certificate programs necessary to enter or advance into middle skills or other occupations which are in demand.

• Improve counselor competencies regarding career guidance and job placement efforts for older individuals with prior work experience in order to capitalize on prior existing skills and abilities.
• Engage with employers and industry professionals with the goal of improving the alignment of training to employer needs.
• With youth and students, emphasize early work-site experiences with real employers in the community.
• Emphasize work-based learning, such as paid internships or cooperative education.
• Engage with non-profit organizations to develop paid work experiences (work-based learning) for individuals with disabilities.
• Implement, when feasible, new reports and tracking systems which align with WIOA performance measures and are designed for staff use. Provide training on the data reports, performance measures, and tracking systems underpinning WIOA implementation. Build upon existing data analysis capacity and tools to support data—driven decision making.
• Enable consumers to enter careers where they can earn a living wage, have long term stability, advancement opportunities and are consistent with the goals listed on their individualized plan for employment.

Strategies to support Goal 2 - Improve services, outcomes, approaches, and supports for Alabamians with the most significant disabilities including supported employment opportunities.
• Maintain access to a broad range of assistive technology services for individuals with disabilities on a statewide basis.
• Monitor and address the need to offer VR services to those individuals who are currently being served within day programs, for individuals with severe and persistent mental illnesses and individuals with significant development disabilities.
• Support and advocate for efforts aimed at improved access to transportation for individuals with disabilities.
• Continue to support and advocate quality independent living outcomes for individuals with disabilities in Alabama through an active partnership with the State Independent Living Council.
• Develop further options, resources and capacity for Customized Employment services.
• Improve access to and reporting of benefits counseling services received by VR consumers.
• Maintain and increase the number of Project Search sites in Alabama.
• Continue to improve supported employment service delivery for individuals with serious mental illness and co-occurring substance use disorder through

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evidence-based practices including Individualized Placement and Supports and the use of peer supports.

Strategies to support Goal 3 - Maintain high levels of consumer satisfaction
• Align the VR General, VR Blind, and VR Deaf consumer satisfaction surveys to provide the same core set of measures.
• Implement an internal method of collecting consumer satisfaction from active cases for use in counselor performance appraisals.
• Improve upon existing efforts to communicate consumer satisfaction results to counselors and their supervisors.
• Utilize satisfaction survey results more extensively in leadership meetings, and supervisory discussions.
• Set and attain consumer satisfaction goals at the state and unit level.
• Provide training and support, ensuring staff have the knowledge and skills needed to deliver quality vocational rehabilitation services.
• Continue to invest in practices and technologies that make VR counselors more accessible to their consumers.

Strategies to support Goal 4 - Continue to serve all eligible applicants and avoid an order of selection
• Continue efforts aimed at drawing the maximum federal share available for Alabamians with disabilities, and when possible/necessary re-allotment funds.
• Monitor and manage service delivery time-frames to ensure efficient processing time and eliminate potential bottlenecks or other delays in eligibility determination or initial plan development.
• Investigate and implement case management system improvements which streamline the eligibility determination, vocational assessment, and plan development processes.
• Ensure that counselors have sufficient resources to meet caseload demands.
• Continue efforts to promote efficient spending, the utilization of comparable benefits, and the management of indirect/administrative costs.
• Seek additional sources of revenue as needed to include braiding of funding with other state agencies.

(B) support innovation and expansion activities; and

Consistent with the findings of the 2017 comprehensive statewide assessment, the established goals and priorities of this plan, and collaborative efforts with the SRC, innovation and expansion funds will be targeted to the following:
1. Ongoing support of the efforts of the State Rehabilitation Council.

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2. Development of Work Based Learning opportunities for Students with Disabilities to include partnerships with new industry in Alabama to offer simulated work experiences for students to lead to direct employment in skilled level jobs with the partnering industry.

3. To improve vocational outcomes for persons with significant mental illness by developing a joint program with a mental health provider to train and certify peers in Vocational Peer Support to work with individuals with severe mental illness and co-occurring substance use disorder.

4. Explore, design, and implement Avatar E-Leaning modules to support and standardize delivery of pre-employment transition services to students with disabilities targeting workplace readiness training and instruction in self-advocacy. Explore, design and implement E-Learning training for employment specialists to improve consistency of skill levels and improve outcomes for persons with disabilities.

5. Expansion of participation in formalized apprenticeship for VR consumers who can benefit from such training opportunities.

(C) <u>overcome barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.</u>

ADRS has committed additional staff to address the needs of people with the most significant disabilities in order to improve access to services. Additional staff members have been added to expand and improve supported employment services for this population. Pre-employment transition specialists have been added to serve students and youth for the general program and for the blind and deaf program.

The Alabama Department of Rehabilitation Services strives to ensure that there is equitable access to the State VR Services Program and the State Supported Employment Services Program for all potentially eligible and eligible consumers. For participating in VR services all forms of auxiliary aids, as defined by the ADA, are provided to consumers based on individual needs including assistive technology.

In order to elevate language barriers, ADRS offers written and oral interpreting and translation services at no cost to individuals who are applying for or receiving services. A notice of these available services is included with all important documents and notifications. Counselors and staff have access to

language interpreters through a language line service, as well as language interpreters through our vendor system. In addition, correspondence and other print materials are provided in the consumers format of choice to include large print, braille, electronic, etc.

Our VR counselors for the deaf are required to possess an intermediate rating on the Sign Language Proficiency Interview (SLPI) ensuring that deaf consumers are communicated to in their native language. In addition, we have 11 full-time nationally certified sign language interpreters located in our offices statewide, as well as access to additional sign language interpreters through our partners and vendor network.

To address the barrier of transportation in terms of access, we have 19 offices throughout the state. In addition, we have staff that are co-located in 29 One Stop Career Centers that are located throughout the state. As appropriate, and when necessary to promote access, itinerant services are provided in homes, schools, workplaces, etc. ADRS also has liaison counselors for all secondary and post- secondary schools, prisons, and select hospitals.

Specific strategies to overcoming identified barriers relating to equitable access to and participation of individuals in the State Supported Services Program include continued collaboration with the Alabama Department of Mental Health to promote and expand the Individual Placement and Support (IPS) model of supported employment, continuation of the GATE Project, and expansion of the Connections Program for individuals with autism. State Office Specialists representing the State Supported Employment Program have contacted all the entities in the state, that they are aware of, that hold sub-minimum certificate to arrange counseling to those entities, individuals served by those entities, and their families. These efforts focus on providing access to information and services that will enable them to achieve competitive integrated employment and include benefits counseling. These efforts are ongoing.

(p) **Evaluation and Reports of Progress: VR and Supported Employment Goals**. Describe:

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

ADRS was successful with the goals established in the PY 2018 Combined State Plan Update. Regarding goal 1, ADRS maintained its ability to serve all eligible Alabamians with Disabilities without need to establish an order of selection. ADRS achieved this goal by maximizing available resources and taking steps to improve operational efficiency. Regarding goal 2, within a time of major systems change, ADRS maintained

or improved upon historical norms in consumer satisfaction. Additionally, ADRS has taken steps to expand the utility of consumer satisfaction surveys within counselor performance appraisals. Regarding goal 3, there were mixed indicators of success where it concerns the expansion and improvement of competitive gainful employment opportunities for Alabamians with disabilities. Average hourly and annual wage outcomes in 2019 reached an all-time high, yet in 2018, fewer ADRS consumers went to work than the year prior. In 2019, however, closed rehab outcomes rebounded to near 2017 levels. Regarding goal 4, ADRS consumers with the most significant disabilities (MSD) do appear to have benefitted from improvements in services and outcomes. In 2019, more consumers with MSD were closed rehabilitated than ever before, in both number and percentage of the agency total. Hourly wage outcomes for persons with MSD also reached a historic high. Regarding goal 5, data indicate that supported employment service provision continues to grow in both quantity and quality.

(A) Identify the strategies that contributed to the achievement of the goals.
Aided by advocacy efforts with Alabama legislators, ADRS continued to benefit from state level financial support that enabled matching of all available federal award dollars. Furthermore, ADRS was successful in its strategy to pursue additional federal dollars through re-allotment. With financial footing secured, ADRS also took steps to ensure that services continue to be available on an equitable and timely basis across the state. For example, data was analyzed to identify high-demand, low output caseloads. Additional resources were then aligned to support areas of identified need. Caseloads were re-assigned or more evenly distributed to accommodate the work of serving potentially eligible individuals. Where caseload sizes were at their largest, 7 new counselor FTE slots were allotted.

(B) Describe the factors that impeded the achievement of the goals and priorities.
Changes to the VR program under WIOA were historic and significant. Full compliance required fundamental modifications in policy, practice, reporting, and performance management. Although much work has been accomplished, systems change associated with the full implementation of WIOA posed significant challenges over the prior two program years. The effects of these system changes were most noticeable in their impact upon VR counselors and purchased services.

Regarding VR counselors, it should be stated that the counselor's role has become more demanding and complex. Fully serving Alabama's population of potentially eligible students with disabilities has meant a significant increase in the average caseload size (an average increase of 50 cases per counselor). Furthermore, the increase in service population coincides with amplified work

load in terms of data collection and case documentation. These increased demands have presented challenges to both operational efficiency and morale.

Regarding service provision, compliance with the mandate to expend 15% of the federal allotment upon Pre-Employment Transition Services meant that the level of resources formerly expended upon employment services could not be sustained. This impact was felt most strongly in fiscal year 2018 in which the VR program fell 25% short of its closed rehabilitated goal. While the number of closed rehabilitated outcomes improved significantly in FY 2019, the challenge of doing more with less money allowable for expenditure on employment services persists.

(2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

Supported employment continues to be a priority in Alabama. Data indicates that supported employment service provision continues to grow in both quantity and quality. Increases can be demonstrated in terms of: number of providers, services provided, persons participating, outcomes achieved, and wages obtained.

(A) Identify the strategies that contributed to the achievement of the goals.

Many strategies were used to accomplish these goals including: (1) concerted efforts by counselors who work with consumers with more significant disabilities, (2) an increased participation in projects like; Project Search, and IPS Supported Employment, and, (3) working with students with more significant disabilities earlier in secondary education.

(B) Describe the factors that impeded the achievement of the goals and priorities.

Although we accomplished our goals, we still have the challenge in our state of individuals on the waiting list for waiver services. The waiting list at ADMH Division of Developmental Disabilities for Home and Community Based Services for either the ID Comprehensive Waiver or Living at Home Waiver is not specific to employment. These waivers provide services necessary to keep individuals out of institutions and in their own homes when possible. Employment is just one of many services available through these waivers. Difficulties exist in finding the resources to transform existing Medicaid funded day habilitation programs.

Individuals, including youth are referred to VR when seeking employment services through the waiver. ADRS works very closely at ADMH and we have been able to access their waiver for youth seeking employment requiring extended supports, through Project SEARCH.

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Because of new requirements in WIOA, schools are no longer referring to sub-minimum wage employers or day habilitation programs. We are getting more referrals for students and youth, in school and out of school, that will need more intensive services and extended supports for a much longer period. Because these individuals will likely be on waiting lists for waiver services, this may present a staffing issue for community rehabilitation providers.

IPS Supported Employment faces challenges in relation to the belief within the mental health provider system, that individuals with serious mental illness and cooccurring substance use disorder can attain competitive integrated employment. Some case managers believe that work will increase both stress and the likelihood of relapse rather than aid in recovery.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Program Years 17 and 18 were baseline years for Performance Accountability under section 116 of WIOA. At this point, ADRS has two full years of data available for the Measurable Skill Gains indicator only. In program year 2017, the first year of data collection for this measure, 17% of ADRS participants enrolled in training leading to a postsecondary credential were recorded as having achieved a measurable skill gain. In program year 2018, this indicator improved to 37%.

At the time of this writing, one completed year of data is available regarding the agency's performance on indicator 1) 2nd Quarter After Exit Employment Rate and indicator 3) Median Earnings 2nd Quarter After Exit. Data obtained from the ETA-9169: Annual Performance Report for Alabama 2018 indicate a second quarter employment rate of 62.8%. For the same reporting period, ADRS attained Median Earnings 2nd Quarter After Exit of $3,568.

Regarding indicator 6) Effectiveness in Serving Employers, ADRS submits agency data to the Alabama Department of Commerce. The Commerce Department then aggregates ADRS data with that of other workforce partners to obtain statewide performance for this indicator. Baseline performance data is not yet unavailable.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

Innovation and Expansion (I&E) funds were used to support activities of the State Rehabilitation Council. This included support for a portion of the SRC Director's salary and benefits, as well as operational expenses including travel and office expenses in order to assist in carrying out the functions of the SRC including providing input regarding the VR program. The I&E expenditures totaled $112,723.00 in 2018 and 107,633 in 2019.

(q) **Quality, Scope, and Extent of Supported Employment Services**. Include the following:

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

The Alabama Department of Rehabilitation Services (ADRS) remains committed to the provision of quality services to individuals with the most significant disabilities through the provision of supported employment services. ADRS provides supported employment services through a collaborative/partnership effort with 39 service providers statewide in FY 2019. These providers cover all counties in the state. These providers offer services to individuals with a variety of significant disabilities without restrictions regarding disability type. The SE providers are distributed throughout the state in order to ensure maximum availability to those in need of supported employment to obtain or maintain competitive integrated employment or advancement in employment.

Service providers receive funds for the provision of supported employment through an outcome-based payment system. Providers must submit evidence that each milestone has been achieved. Some milestones include consumer and employer satisfaction surveys. Consumer satisfaction is designed to reflect satisfaction with the job or identify any consumer concerns or issues. The employer satisfaction survey is designed to reflect the consumer's job performance, stability and training needs. Supported employment funds are distributed to each provider agency based on the milestone achieved by each individual served. Job skills training is provided to individuals on site at the work setting. Supported employment services include placement in competitive integrated employment settings for the maximum number of hours possible and is based on the strengths, resources, priorities, concerns, abilities, interests and informed choice of the individual. The number of persons receiving a supported employment service has increased by an average of 10% per year over the past 3 fiscal years. In FY 2019, the SE program: had 1,395 consumers' complete situational assessments and/or the Discovery process. 674 consumers were closed with supports in competitive integrated employment. These consumers worked an average of 23 hours a week and made an average of $8.63 an hour.

Each supported employment provider operates under a milestone/outcome-based program to ensure quality outcomes and appropriate employment options based on individual choice. Consumers are offered the opportunity to participate in community-based assessments to facilitate an informed decision regarding their employment goal. Job development is provided on an individual basis to locate employment based on the consumer's interests, skills, limitations and community living needs. Job coaching is also provided at the work site to ensure that the individual has the necessary training, skills and supports to work. Once the consumer is stable in the workplace, extended services are planned and implemented to protect the long-term success of the job. Consumer and employer satisfaction regarding the services provided are measured at

the time of employment and again before case closure. Extended services are a continuation of ongoing support services provided to individuals with the most significant disabilities. These extended supports are provided at the completion of stabilization, during the successful rehabilitation Milestone and beyond ADRS case closure. The option for Discovery and Customized Employment, or for Person Centered Profiles along with assessments are available to consumers to maximize success for individuals in supported employment. Supported Self-employment is also available for individuals wanting to start their own business.

ADRS continues to seek methods to increase participation of individuals with all types of disabilities in supported employment programs. Initiatives for improving transition services for students with more significant disabilities are being implemented. Since WIOA students with more significant disabilities are being referred and receiving services at a much earlier age. SE providers are providing Pre-Employment Transition Services to these students with an emphasis on work-based learning. Pre-employment transition specialist (jointly funded), as well as community rehabilitation programs are working with students at a younger age to increase the likelihood of competitive integrated employment for students with more significant disabilities. We will continue to explore innovative opportunities and collaborations including student led enterprises, participation in work-based learning at a younger age, and successful programs like Project SEARCH. We will continue to work with career and technical education to develop programs that address internship and apprenticeship opportunities as well as certifications in employment areas, especially in high demand areas for our state. We will continue to work with Workforce development to identify and provide services to youth, especially underserved youth and those with more significant disabilities. All these identified entities are a part of our Employment First efforts in Alabama. Through expansion of Project SEARCH, we currently have 4 youth programs in collaboration with Workforce Boards, Post-Secondary Education, and Alabama One-Stop Centers for internships and employment.

We continue to collaborate with Alabama APSE (Association of Persons Supporting Employment First), Alabama Department of Mental Health, and the Alabama Council for Developmental Disabilities (DD Council), to provide training to staff, pre-employment transition specialist, skills training instructors, SE providers, IPS staff and other employment personnel in Alabama that serve individuals with disabilities. Customized Employment and Discovery are included in this training. ADRS continues to expand services within the state to increase opportunities for individuals to access to supported employment services. All counties in Alabama have trained supported employment providers to serve consumers in their area. Many of our community rehabilitation programs provide paid work-based experiences in order for students to acquire employment skills and real work experiences. Providers are strongly encouraged to prioritize employment development efforts within in-demand career pathways.

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Through the agency's Supported Employment Administrator and two Supported Employment Specialists, ADRS provides training and technical assistance to monitor supported employment services and outcomes. Two Rehabilitation Specialists for Supported Employment assist the counselors and providers with quality supported employment and to provide training as needed to both groups. Additionally, another state office specialist assists the statewide transition specialist. These specialists' help assure that we are providing quality services to students, youth, and adults with more significant disabilities that require supported employment. The following initiatives have been implemented by these specialists:

- Continual training and consultation on Supported Employment, Milestones, Discovery, Person Centered Profile Development, WIOA, IPS Supported Employment, Self-Employment, Pre-Employment Transition Services and Project SEARCH for students and youth.
- Continued collaboration with the Alabama Department of Mental Health on moving consumers from facility-based services to community based, competitive integrated employment. This includes making sure counselors have a better understanding of Medicaid waivers, SS implications, including work incentives. Specialist staff consult with providers who don't contract with VR to explain our application and eligibility process, supported employment services, the availability of benefit planners and section 511 of WIOA. SE Specialists have been working with 14C providers known to VR to provide career counseling, information and referral, and benefits counseling to individuals working in subminimum wage employment. This includes information on the supported employment providers in their area. We have also worked with school systems in our state to provide documentation and instruction on limitations and requirements for youth entering subminimum wage employment. VR, in collaboration with the State Department of Education, developed procedures and documentation for both the LEAs and VR. This, in addition to efforts to reach students at a younger age, should encourage competitive, integrated employment as a first option for students and youth with more significant disabilities.
- In partnership with the Department of Mental Health, ADRS recently released an RFP to provider agencies that contract with both departments. The purpose of the RFP is to move individuals from pre-vocational services in day-habilitation settings into community integrated employment. The effort seeks to braid funds from the two agencies to secure additional funding for intensive supports and extended support services.
- Alabama currently has 3 Individual Placement and Support (IPS) Supported Employment sites. This evidence-based employment-first practice is designed to serve individuals with serious mental illness and co-occurring substance use disorder. The program is being implemented at three locations: Chilton Shelby Mental Health (a very

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rural area), Altapointe Mental Health in Mobile and Montgomery Mental Health Authority (both urban areas).

Connections is designed for students and youth who have social skills deficits, specifically those with Autism. The program runs the entire school year and not only teaches social skills the classroom, then moves those skills into real world settings in the community to practice them. This year long social skills acquisition program is then followed by supported employment services or employment services based on the needs of the participant. This program began in Birmingham, Alabama and is now available at 4 locations across the state.

(2) The timing of transition to extended services.

The plan for Supported Employment specifies the services under supported employment that will be provided, the extended services needed, and the source of extended services. Extended services may include natural supports. If it is not possible to identify the source of extended support when the individuals plan for employment is developed, the counselor must describe the basis for the conclusion that there is a reasonable expectation that sources for extended support services will become available. Extended support services in Alabama, come from a variety of sources. These sources include the Medicaid waiver, state dollars set aside to support Project Search, grant funding, private funding, and fund raisers. Extended support services are included in contractual agreements with community rehabilitation providers who have supported employment programs. Extended services begin when the employed individual has reached stabilization for an agreed upon period of time that meets the vocational goal and work hour goal on the IPE, or amended IPE.

VR can fund extended services to youth with most significant disabilities for up to 4 years, or until the youth reaches the age of 25 and they no longer qualify as a youth. VR must identify another source of extended services to ensure there is no interruption of services. These cases will require a review every 6 months to determine if continued services are needed, and to assure that another provider of extended supports will be identified-this may include natural supports at the workplace. We have updated the policy and counselor resource manual to provide clarity on extended services.

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VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The Alabama Department of Rehabilitation Services is authorized to submit the VR services portion of the Unified or Combined State Plan under Title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA,[37] and its supplement under Title VI of the Rehabilitation Act[38];
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Alabama Department of Rehabilitation Services[39] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[40], the Rehabilitation Act, and all applicable regulations[41], policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
3.	As a condition for the receipt of Federal funds under Title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[42], the Rehabilitation Act, and all applicable regulations[43], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

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[37] Public Law 113-128.

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

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

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

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

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

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

7.	The commissioner has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8.	The commissioner has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

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ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:	
1.	**Public Comment on Policies and Procedures:** The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	**Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement*:*** The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3.	**Administration of the VR services portion of the Unified or Combined State Plan*:*** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): (A) is an independent State commission. (B) has established a State Rehabilitation Council. (c) consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3). (e) the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

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	Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No) (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) (g) state wideness and waivers of state wideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of state wideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act. (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act. (j) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act. (k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. (l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities. (m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4.	**Administration of the Provision of VR Services*:*** The designated State agency, or designated State unit, as appropriate, assures that it will: (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act. (b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act. (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who

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	apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) (d) determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act. (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act. (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act. (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act. (h) comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act. (i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs (j) with respect to students with disabilities, the State, (i) has developed and will implement, (A) strategies to address the needs identified in the assessments; and (B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and (ii) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).
5.	**Program Administration for the Supported Employment Title VI Supplement*:*** (a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act. (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under Title VI of the Rehabilitation Act.

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	(c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.
6.	(a) **Financial Administration of the Supported Employment Program:** The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act. (b) The designated State agency assures that it will use funds made available under Title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7.	(a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act. (b) The designated State agency assures that: i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under Title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with Title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

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VII. PROGRAM SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

A. Alabama SNAP Employment and Training Plan: Federal Fiscal Year 2020

Section A: Cover Page and Authorized Signatures

State: Alabama
State Agency: Department of Human Resources, Food Assistance Division
Federal FY: FY 2020
Date: 09/16/2019
Primary Contacts:

Name	Title	Phone	Email
Rita Houser	Program Manager	334-242-1741	Rita.Houser@dhr.alabama.gov
Wyanthia Frazier	Program Specialist	334-242-1463	Wyanthia.Frazier@dhr.alabama.gov
Tina Little	Program Specialist	334-353-4559	Tina.Little@dhr.alabama.gov

Certified By:

_____ _____
Brandon Hardin, Food Assistance Director Date

Certified By:

_____ _____
Conitha King, Finance Director Date

Section B: Assurance Statements *Check box at right to indicate you have read and understand each statement.*	
I. The State agency is accountable for the content of the State E&T plan and will provide oversight of any sub-grantees.	☑

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Section B: Assurance Statements *Check box at right to indicate you have read and understand each statement.*	
II. The State agency is fiscally responsible for E&T activities funded under the plan and is liable for repayment of unallowable costs.	☑
III. State education costs will not be supplanted with Federal E&T funds.	☑
IV. Cash or in-kind donations from other non-Federal sources have not been claimed or used as a match or reimbursement under any other Federal program.	☑
V. If in-kind goods and services are part of the budget; only public in-kind services are included. No private in-kind goods or services are claimed.	☑
VI. Documentation of State agency costs, payments, and donations for approved E&T activities are maintained by the State agency and available for USDA review and audit.	☑
VII. Contracts are procured through appropriate procedures governed by State procurement regulations.	☑
VIII. Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB regulations governing cost issues.	☑
IX. E&T education activities directly enhance the employability of the participants; there is a direct link between the education activities and job-readiness.	☑
X. Program activities and expenses are reasonable and necessary to accomplish the goals and objectives of SNAP E&T.	☑
XI. The E&T Program is implemented in a manner that is responsive to the special needs of American Indians on Reservations. State shall: consult on an ongoing basis about portions of State Plan which affect them; submit for comment all portions of the State Plan that affect the ITO; if appropriate and the extent practicable, include ITO suggestions in State plan. (For States with Indian Reservations only)	☑

By signing on the cover page of this document, the State agency Director (or Commissioner) and financial representative certify that the above assurances are met.

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Acronyms

Below is a list of common acronyms utilized within this plan:

ABAWD	Able-Bodied Adult Without Dependents
ACARTF	A Cut Above the Rest Training Facility
ACCS	Alabama Community College System
ADoL	Alabama Department of Labor
AIDT	Alabama Industrial Development Training
AIM	Aid to Inmate Mothers
AJL	Alabama Job Link
A-RESET	Alabama Resources for Enrichment, Self-Sufficiency, and Employability Training (Alabama's name for SNAP E&T)
B&A	Benton & Associates, Ltd.
BGC	Alabama Alliance of Boys & Girls Clubs
CBO	Community Based Organization
DHR	(Alabama) Department of Human Resources
DPCV	Daniel Payne College Village Foundation
EMPACT	Entertainment Media Production And Crew Training
E&T	Employment and Training
FBO	Faith Based Organization
FFY	Federal Fiscal Year
FNS	Food and Nutrition Service
FRC	Family Resource Center
GES	Goodwill Easter Seals
GSR	Goodwill of the Southern Rivers
HIM	Hope Inspired Ministries
HTCC	Heritage Training and Career Center Inc.
IEP	Individual Employment Plan
IEVS	Income and Eligibility Verification System
HORR	Hands On River Region
ME	Management Evaluations
M&E	M&E Consulting Services
MRWTC	Montgomery Regional Workforce Training Center
MSSC	Manufacturing Skills Standards Council
NCCER	National Center for Construction Education and Research
OSHA	Occupational Safety and Health Administration
RTW	Ready To Work
SAFE	Sylacauga Alliance for Family Enhancement/Alabama Network of Family Resource Centers
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance to Needy Families
TBCI	The Bridge Center, Inc.

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USDA	United States Department of Agriculture
UWAL	United Ways of Alabama
WIOA	Workforce Innovation and Opportunity Act

Section C: State E&T Program, Operations and Policy Overview	
I. Summary of the SNAP E&T Program • Mission • Scope of services • Administrative structure of program	Alabama's SNAP E&T program is called Alabama Resources for Enrichment, Self-Sufficiency, and Employability Training or "A-RESET". The mission of the A-RESET program is to provide education and training skills for voluntary SNAP participants to improve their employability and to assist them in their endeavors of becoming self-sufficient. The State will focus services on ABAWDs; however, in an effort to expand services to ABAWDs and other SNAP participants, we will also offer E&T services to non-ABAWD work-eligible and adult SNAP clients Statewide who volunteer to participate in the Alabama in twelve counties. We will achieve this mission by both dedicating staff within the Department of Human Resources (DHR) and by partnering with State agencies, educational institutions, community-based organizations (CBOs), and faith-based organizations (FBOs) to help clients move from dependency to self-sufficiency. In order to achieve this goal, upon entry into the program in one of the 11 counties with designated staff, each client will be assessed and an Individual Employment Plan (IEP) will be developed. The purpose of the assessment and IEP will be to determine where a client is on the path to self-sufficiency upon entry into the program. The assessment will also identify any barriers which may exist which might prevent the client from reaching their goal. The IEP will outline the steps the client will take to enable the client to reach their goal. The IEP will be prepared by either DHR staff or the staff of third-party partners under contract to DHR as a "reverse referral." In an effort to carry out this vision, the State has entered into partnerships with multiple State agencies and community-based organizations.

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Section C: State E&T Program, Operations and Policy Overview	
	DHR will also embark in partnering with employers throughout out the State. Through these partnerships, the State may assist employers in developing or hosting job fairs, employer tours, screening for applicants, etc., with the unified goal of securing sustainable employment for A-RESET participants. We have started the process by working with some employers across the State to provide the services described. We will continue this endeavor by continuing to establish relationships with willing employers throughout the State. Alabama will now provide services to anyone that chooses to volunteer for A-RESET in twelve counties: Calhoun, Dallas, Elmore, Jefferson, Lee, Lowndes, Madison, Mobile, Montgomery, Shelby (new), Tuscaloosa, and Wilcox. With these additions, the State hopes to increase the number of voluntary E&T participants. We will also allow anyone that chooses to volunteer Statewide to participate in A-RESET through four partners, the Alabama Community College System, the Sylacauga Alliance for Family Enrichment, the United Ways of Alabama, and WIOA programs accesses through the Alabama Department of Labor. Otherwise, in counties without designated A-RESET staff, we will only serve ABAWD SNAP participants. As a part of DHR's commitment to the A-RESET program, the State has dedicated E&T staff in the following counties: • Calhoun, • Dallas, • Elmore, • Jefferson, • Lee, • Lowndes, • Madison, • Mobile, • Montgomery, • Tuscaloosa,

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Section C: State E&T Program, Operations and Policy Overview	
	• Wilcox, and • adding Shelby County During FY2020, the State will continue to critically examine additional strategies to expand A-RESET services beyond the counties with dedicated staff. A-RESET partners will provide some of the following E&T services to SNAP clients: supervised job search, work readiness training, vocational training classes and programs, educational services, including WIOA programs, job retention services to assist in maintaining employment, and services to address some of the barriers that clients face upon entrance into the E&T program, during their participation in the program, after securing employment. Alabama will not request ABAWD waivers for any counties for FY 2020. At this time, Alabama has no plan for the use of the 15% exemption slots for during FY 2020. However, the State will continue to evaluate a justifiable and impartial plan for the future.
II. Program Changes • New initiatives • Significant changes in State policy or funding	DHR will also embark in providing supervised job search through any of its contracted partners across the State, including any of the ADoL Career Centers. Supervised job search will allow for a case manager to closely monitor the success of this activity, by having at least monthly follow up, to address any barriers and properly make adjustments in an individual's IEP to ensure success. If a participant has not secured employment after 3 months of supervised job search, a reassessment will be conducted and a participant will be placed in another activity, such as work readiness training, adult/basic education, and/or vocational training, to improve their employability skills and chances for self-sufficiency. DHR is also continuing to expand its partnership with the Alabama Community College System (ACCS) to provide "Ready to Work" services and Manufacturing Skill Standards Council (MSSC), an industry-led, training, assessment and

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Section C: State E&T Program, Operations and Policy Overview	
	certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers. To assist with the Statewide expansion, the State has hired a full time Financial Support Worker to enter data into the E&T portal. They will also assist in the reverse referral process by identifying those SNAP recipients that are eligible to participate in A-RESET. DHR's partnership with the Daniel Payne Village Foundation is also expanding beyond Birmingham and Montgomery with programs in Huntsville, Mobile, Dothan, Tuskegee, and Phenix City. Due to the expansion of partnerships and the growth of A-RESET throughout the State, DHR has also added a full time Program Specialist. The Specialist will assist with ME reviews and managing the day-to-day administrative activities of A-RESET. Potential partners are encouraged to identify existing expenditures that qualify for reimbursement under the SNAP E&T program (i.e., they are both "reasonable and necessary to accomplish the goals and objectives of SNAP E&T" and serve individuals eligible for SNAP E&T services). The agreements between DHR and these third-party partners will require the Federal reimbursement received be used to expand employment and training services. The SNAP E&T is a "reimbursement" and not a "match" program. Thus, the Federal funds received as 50% reimbursement for the services provided that were funded up-front by 100% non-Federal funds, once received, are considered as non-Federal funds that can be "reinvested" to grow the program. In short, third-party partners will be required to supplement, not supplant, existing expenditures.

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Section C: State E&T Program, Operations and Policy Overview	
III. Workforce Development System • General description • In-demand and emerging industries and occupations • Connection to SNAP E&T, components offered through such system, career pathways, and credentials available	A-RESET is a key component of the Governor's integrated workforce initiative ("Success Plus") designed to add 500,000 highly skilled Alabamans to the State's workforce. [This initiative is further discussed in the Addendum to this State Plan and described on-line at https://alabamaworks.com/successplus/] The importance of SNAP E&T in the State's workforce development system is critical in two respects: 1. ***Financial*** – SNAP E&T is the only source of "open-ended" Federal funding available to fuel Success Plus. DHR is working with the Governor's Office of Education & Workforce Transformation to leverage SNAP E&T funding in the context of other Federal funding streams (e.g., TANF and WIOA). 2. ***Human*** – The importance of SNAP E&T in the context of the State's workforce initiatives, however, extends beyond financial considerations. Since the State is not experiencing a significant in-migration of workers, it must look internally for the individuals that can be trained to both fill high-skill jobs and backfill the job vacancies created by other Alabamans moving up. With over 150,000 work-eligible SNAP recipients, A-RESET's human contribution to Success Plus will be critical. A-RESET is well-positioned as a key player in the State's workforce development system. SNAP E&T third-party partnerships include the Department of Labor (ADoL), Goodwill Easter Seals of the Gulf Coast (GES), The Bridge Center, Inc. (TBCI), the Alabama Community College System (ACCS), Heritage Training and Career Center Inc. (HTCC), Workshops, Inc., Daniel Payne College Village Foundation (DPCV), A Cut Above the Rest Training Facility (ACARTF), Goodwill of the Southern Rivers (GSR), and the Alabama Alliance of Boys and Girls Club (BGC). DHR is partnering with Alabama Industrial Development Training (AIDT) to providing high-quality training for skilled

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Section C: State E&T Program, Operations and Policy Overview	
	workforce demanded by various industries throughout the State of Alabama. DHR continues to work with the AIDT site in Mobile County, AIDT Maritime Training Center and hopes to expand, contractually, to different areas throughout the fiscal year. We also work non-contractually with AIDT's location on Montgomery, the Montgomery Regional Workforce Training Center (MRWTC). With this community partnership, participants are referred for a Basic Machining Program, which offers training for workers in manufacturing and information technology and the general public to meets the needs of the local, high demand automotive industry. Some of the available AIDT Services include: Pre-Employment (Training development, videography, media and project support); Post-Employment/On-the-Job Training Support; Maintenance Assessments; Safety Assistance and Training; Leadership Development; Alabama Work Release and Prison Re-entry; Robotics Technology Park; Forest Products Development Center; Maritime Training Center; and Entertainment Media Production & Crew Training (EMPACT). DHR hopes to expand this partnership to offer many of these services throughout the State in the near future. Alabama has sought to partner with educational providers who offer skills training which will equip clients with skills needed to obtain jobs which are in high demand in the state. These high demand jobs include: Industrial Machinery Mechanics; Machinists; Electricians; Welders, Cutters, Solderers, and Brazers; Bus and Truck Mechanics and Diesel Engine Specialists; Heavy and Tractor-Trailer Truck Drivers; Home Health Aides; Nurses and Nursing Assistants; Brick Masonry; and Heavy Equipment Operators. State partners such as ACCS, the Department of Labor, GES, ACARTF, DPCV, GSR, SAFE and Workshops offer certifications and credentials in these various fields. The Department of Human Resources contracts with the Department of Labor to provide:

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Section C: State E&T Program, Operations and Policy Overview	
	(1) ***Job Retention Services*** – short seminars are provided that are designed to assist participants with necessary soft skills in the work environment. Participants are also referred to other entities and organization for supportive services (2) ***On-the- Job Training*** **-** They also provide participants with opportunities to enroll in On-the-Job Training (OJT) where they are placed with employers and provided case management services. (3) ***WIOA*** – SNAP participants will automatically qualify, financially, to participate in WIOA programs that offer vocational training throughout the State. (4) ***Case Management*** – all clients identified as A-RESET clients will be offered a Comprehensive Assessment unless after the initial assessment they are determined to be "job ready". The Case Manager at the Career Center will assess the needs of each E&T client to ensure they are enrolled in the activities needed to assist them on the path to self-sufficiency. ADoL will track the services provided to each client and report to DHR a list of clients served each month as well as the components in which the clients participated. This list will be used to distribute participation reimbursements to eligible clients. ADoL will also provide the State with a list of all clients participating in a WIOA, Vocational training, and/or OJT program. DHR and ADoL have a direct connect system which allows for the dual enrollment of clients in the State's Food Assistance eligibility system and ADoL's Alabama Job Link (AJL) simultaneously. Services will be provided to all volunteers in Calhoun, Dallas, Elmore, Jefferson, Lee, Lowndes, Madison, Mobile, Montgomery, Tuscaloosa and Wilcox counties. Services will be rendered only to ABAWDs in the remaining counties. DHR contracts with the ACCS to provide: (1) ***Adult Basic Education/Career Pathway Training*** – ACCS will provide Adult Education services that include orientation/intake, assessments, GED/High School Diploma preparation, and employment preparation services. (2) ***Ready to Work (RTW)*** – This program is focused on meeting the current needs of Alabama's businesses and

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Section C: State E&T Program, Operations and Policy Overview	
	industries. RTW's core curriculum includes six training modules and ACT WorkKeys. (3) ***Manufacturing Skills and Standards Council (MSSC) Training Initiative*** – MSSC certification is an industry-led training, assessment, and certification system. The two MSSC certifications offered are Certified Production Technician (CPT) and Certified Logistics Technician (CLT). The focus of this partnership is to provide Adult/Basic Education services for those that require it and encouraging them to continue their training through various opportunities offered through ACCS. This partnership provides an opportunity for participants to gain stackable credentials so that they may enter the in-demand industries at an entry level and move up the employment ladder by continuing to gain credentials while being employed. DHR and ACCS will continue to explore and add meaningful programs and trainings as services to be provided during the fiscal year. DHR contracts with GES to provide services to all work registrants in Mobile County: (1) ***Work Readiness Training*** – participants are provided with assessment services which identify employment and training interest and barriers to success, individual career plan, and employability skills training. Job readiness training is also provided using the Smart Work Ethics Curriculum. (2) ***Job Retention services*** – participants are provided case management and post training/employment follow-up services and linkages with support services like financial counseling, social services, etc. (3) ***Adult/Basic Education*** – participants will receive direct services and linking services based upon need to GED or adult education classes. (4) ***Vocational Training*** – Job skills training like welding, pipe fitting, truck driving, and forklift certification, etc. will be offered to participants. Other post-secondary education courses may also be offered. 5) ***Supervised Job Search*** – after having an assessment completed and determined to be work ready, the participant is

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Section C: State E&T Program, Operations and Policy Overview	
	guided through the necessary steps to achieve a specific employment objective. DHR contracts with TBCI to provide services to all work registrants in Mobile County: (1) ***Supervised Job Search*** – participants will be assessed and an IEP created to determine their work readiness. Once determined to be work ready, with the aid of a case manager, participants receive assistance with job searches and job referrals through networking opportunities and hiring events. (2) ***Work Readiness Training*** – participants will receive assessments which will include individual employment plans that identify barriers, education and literacy, employment history, criminal records, and personal goals. If determined not be work ready, they will can receive soft skills and employability skills training, and resume assistance/preparation. (3) ***Job Retention Services*** – participants will receive transition support services which are aimed at those re-entering the work force from incarceration, case management services, and follow-up services to indicate any new barriers and address them as needed to help continue employment. DHR contracts with Heritage to provide the following services in Elmore and Montgomery counties: (1) ***Adult/Basic Education*** – participants will have an opportunity to receive training and testing services to help obtain their GED. (2) ***Supervised Job Search*** – with the assistance of a case manager, participants will complete job applications online and on paper, and receive referrals for job opportunities. (3) ***Work Readiness Training*** – participants will receive a comprehensive initial assessment which will help to identify barriers and challenges with seeking, obtaining and maintaining employment, job readiness skills, soft skills training, basic computer skills training, an individualized career plan, and volunteer placements to receive job training experience.

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	(4) ***Job Retention Services*** – participants will receive post-employment follow up services, which may include transportation for participants in rural Elmore County, referrals for needed services and clothing as needed. Follow up will be done at 30, 60 and 90 days post-employment. DHR contracts with GSR to provide case management and the following services in Lee and Russell counties: (1***) Work Readiness Training*** – participants will start in this component after having an assessment completed; participants will receive soft skills training, attend Career Link which is a job training course with instructor facilitated lab time. Topics include: Reliability; Resume Development; Networking; Job Applications; How to Stay Motivated; Communication; Time Management; Dressing Appropriately; etc. (2) ***Supervised Job Search*** – participants will participate in weekly one-on-one job search with GSR staff to ensure learned practices are actually utilized. Participants are provided specific leads for employment openings, advocacy with employers, targeting of resumes, interview preparation and morale support. (3) ***Job Retention*** – participants will follow up services for 90 days after they become employed to ensure successful placements. Job coaching is also available to assist participants confronted with difficult situations and to assist in moving forward with careers. DHR contracts with Workshops, Inc. to provide case management and the following services in Jefferson County: (1) ***Supervised Job Search*** – if determined to be work ready after an assessment is completed, participants will receive resume assistance and interviewing skills assistance and be referred to specific employers for employment. (2) ***Work Readiness Training*** – participants will receive job readiness skills training in a classroom environment, resume preparation, and extensive focus on interviewing skills. (3) ***Job Retention*** – participants that receive new employment will receive follow up services for four quarters. Some services include on-the-job coaching, troubleshooting issues

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	that arise with the employee or employer and continually helping to remove obstacles to success. (4) ***On-the Job Training*** – participants will receive on-the-job training in Workshops production department for up to 40 hours the practice good employment skills such as attendance, punctuality, tending to personal hygiene, getting along with others, taking direction from a supervisor, returning from break on time, etc. DHR contracts with DPCV to provide the following services: (1) ***Adult/Basic Education*** – participants will be provided an opportunity to participate in 4 hour GED sessions Monday through Saturday. (2) ***Work Readiness Training*** – participants will take part in computer classes that train on Microsoft Office programs and receive assistance with resume writing. Some other topics addressed include conflict resolution, behavioral interviewing, diversity awareness, grammar and usage review, and generational differences. (3) ***Vocational Training*** – participants will have the opportunity to take part in brick masonry, Safe Serve and plumbing classes and receive certifications. DHR contracts with BGC to provide the following services: (1) ***Childcare Services*** for school aged children up to age 13 for the children on parents participating in the A-RESET program. Services are provided for after school care and for full days during the months during the summer months. (2) ***Work Readiness Training*** – this service is available to participants age 16 -18. Each of these participants will receive an assessment, IEP, workforce readiness education, and continued case monitoring to determine progress and outcomes. DHR contracts with ACARTF to provide ***Vocational Training*** in Jefferson, Madison, Mobile, Montgomery and Tuscaloosa counties with possible expansion during the fiscal year. Participants will receive hands-on heavy equipment training and classroom training that leads to NCCER and OSHA

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	certifications. Participants also leave the program with an updated resume and assistance with job placements. DHR also contracts with M&E Consulting Services (M&E) to provide the following services: (1***) Case Management Service*** – Referral/Intake Process – accepts referrals from Lee (primary) and Russell Counties DHR case management staff, Evaluation/Assessment- assesses the participant's employability skills, work, experience, interest, abilities, education level and any identified barriers to employment, Development of Initial Individualized Plan for Employment (IEP)- outline the participant employment goals and what services are provided to assist the participant in meeting their goals, receives comprehensive case management services which includes working with participants to identify barriers and challenges which may interfere with employment seeking and retention, provide list of resources to active participants, assist with job search including volunteer opportunities, self-employment, education opportunities and hard-technical skills, assist with linking participants with supportive services Case Management may be delivered via face to face with participant (onsite training, in the home, community, job sites, libraries, career center, etc.) and on behalf of the participant coordinating/collaborating with other individuals, agencies, etc. in an effort to link/retain employment/educational and technical training; (2) ***Work Readiness Training*** (Lee County) –M&E will facilitate an onsite job club and life/social/job readiness skills training workshop in an effort to assist those participants whom would benefit an opportunity to earn skills and meet the 20 hours a week requirement; (3) ***Supervised Job Search*** and ***Placement*** -paid and non-paid employment, including volunteer opportunities and self-employment opportunities; case managers will work one on one with participants to find appropriate employment opportunities;

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	(4) ***Adult Basic Education***- Reading and Writing Skills, Improve Reading and Math Skills, GED preparation and Testing; (5) ***Transportation*** – M&E staff will provide transportation in an effort to link participants with job leads, job fairs, interviews, higher-education opportunities, etc. Participants in need of transportation will be linked to the LETA transportation system and local companies providing transportation; and (6) ***Job Retention*** - after discharge follow-up-60 days to begin on the next day after discharge from the program. DHR also contracts with Sylacauga Alliance for Family Enhancement(SAFE) as the fiscal agent for the Alabama Network of Family Resource Centers to provide case management and the following services in Jefferson and Madison counties: (1) ***Supervised Job Search*** - participants will work one on one with a case manager to receive resume assistance, interviewing skills assistance, application assistance, and job referrals; (2) ***Work Readiness Training***- participants will take part in computer classes that train on Microsoft Office programs and receive assistance with resume writing; such as job skills assessment and job clubs; (3) ***Vocational Training*** – participants will receive training in the practice of good employment skills such as attendance, punctuality, tending to personal hygiene, getting along with others, taking direction from a supervisor, returning from break on time, etc. They will also give referrals to State, local or Workforce Innovation and Opportunity Act (WIOA) employment and job training programs; Education programs; (4) ***Adult/Basic Education*** – participants will receive direct services and linking services based upon need to GED or adult education classes, general Education Development (GED) test preparation, literacy, and English as a Second Language (ELS) classes; Self-employment; (5) ***Job Retention*** - participants that receive new employment will receive follow up services for four quarters. Some

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	services include on-the-job coaching, troubleshooting issues that arise with the employee or employer and continually helping to remove obstacles to success; (6) ***Transportation***- the job access and reverse commute (JARC) program will enhance access of individuals in non-urbanized areas to healthcare, employment, public services etc.; and (7) ***Child Care*** - childcare services will be provided for school aged children up to age 13 for the children of parents participating in the A-RESET program; in Jefferson and Madison counties. They are also prepared to serve Houston, Chambers, Escambia, and Walker Counties once A-RESET expands to those areas. DHR also contracts with the United Ways of Alabama (UWAL) to act as the "prime contractor" responsible for the delivery of employment and training services by the several United Ways around the State and their affiliates (e.g., community and faith-based organizations). UWAL's current subcontracts include case management and other services provided by Hope Inspired Ministries, Hands On River Region, Aid to Inmate Mothers, United Way of Etowah County and Salvation Army. UWAL will also subcontract to other United Ways around the State during FY 2020. Planned partnerships include service expansion in Mobile County by mid-year. In addition to these direct E&T services, UWAL will also tailor its 2-1-1 system to secure appropriate referrals to A-RESET on the part of SNAP recipients who are either unemployed or seeking a better job. Importantly, UWAL will provide up-to-date data on providers of services relevant to SNAP E&T in order to populate the SNAP E&T Resource Mapping Tool developed by Troy University. DHR will continue to contract with Troy University to oversee the provision of a broad array of research, training, and technical assistance in support of the SNAP E&T program.

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	They will provide services such as training for DHR staff, research analysis when needed for program expansion, marketing for the E&T program, and oversee any special projects that the State may need.
IV. Other Employment Programs • TANF, General Assistance, etc. • Coordination efforts, if applicable	The SNAP E&T Program is administered by the Food Assistance Division. The A-RESET program does not serve TANF cash assistance households. The JOBS Program, Alabama's TANF work program, is administered by the Family Assistance Partnership. Alabama is currently piloting the Continuum Project which is coordinated between SNAP and TANF. The purpose of this project is to serve clients in the A-RESET program that were previously receiving TANF. They are provided with educational, training and supportive services from community partners through the SNAP E&T Program. This is the only consolidation in the administration of these programs. In an effort to administer classes under the WIOA program, clients are referred to the ADoL Career Centers, which in turn, refers clients to the WIOA program. The Career Centers also offers WIOA services which include: the Youth Program, the Dislocated Workers Program, the Adult Program, the Wagner-Peyser Employment Services and Unemployment Insurance. The Adult Ed programs administered by ACCS provides many of the training classes offered under WIOA and is also able to offer this service to A-RESET clients. Clients may also be referred to any other participating partners to receive educational and training opportunities.

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V. Consultation with Tribal Organizations • Description of consultation efforts • Services available through E&T	On July 15, 2019, the State contacted the Poarch Creek Tribal Counsel by mailing information to the Tribal Chair, regarding the A-RESET program. Information was included on ABAWDs and work registration requirements for SNAP recipients. However, to-date the State has not received a response from the Poarch Creek Tribal Counsel. Through the A-RESET program, ABAWDs and other SNAP clients are able to receive supervised job search services, basic education services, job retention services and vocational training.
VI. State Options • Select options the State is applying	☐ Serving applicants ☐ Serving zero-benefit households ☐ Serving mandatory participants only ☐ Serving mandatory and voluntary participants ✓ Voluntary participants only
VII. Screening Process • Process for identifying whether work registrant should be referred to E&T	Eligibility food assistance workers will screen clients to determine if they are subject to the work registrant requirements or if they are exempt from any work registrant requirements. Eligibility workers will also determine whether or not individuals are ABAWDs and subject to time limits participation. Based on this screening, a work registration code is assigned for each individual in a SNAP case. Once a work registration code is assigned, A-RESET case managers use this coding to determine whether a SNAP recipient is eligible to participate in A-RESET. The daily automated referral process for ADoL is completed after the work registration code is assigned. The referral system is programmed to determine which referrals are made for each county, based on the work registration code assigned by eligibility staff. The automated referral process will continue to electronically refer ABAWDs from all counties to the Career Centers. Non-ABAWD clients will also be referred from the twelve counties where there is designated A-RESET staff. Continuum participants will continue to be referred in Mobile County. These clients will have a referral form from the JOBS/TANF worker and will be manually referred to any

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	partners and community-based organizations to receive E&T services. A-RESET providers, other than ADoL, will also receive referrals through the A-RESET case management system once completed. This is the computer-based E&T system is under development by DHR's Information Technology (IT) staff to allow- the State and Providers to communicate back and forth and also track the progress of E&T participants. Until the system is complete, referrals will be made to providers manually, through email or fax. The providers may also complete a reverse referral which is when the participant first contacts the Provider and wants to see if they qualify to participate in the A-RESET program. The Provider will forward the participants name and date of birth to the State and the State will verify if the participant is eligible for the A-RESET program. If the participant is not receiving SNAP, they will be referred to complete a SNAP application in the office or online at http://dhr.alabama.gov.
VII. Conciliation Process (*if applicable)* • Procedures for conciliation • Length	Alabama will operate a voluntary E&T program so no participants would be in noncompliance.
IX. Disqualification Policy • Length of disqualification period • Sanction applies to individual or entire household	When the county department determines that good cause did not exist for the voluntary quit or reduction, the household shall be sent a notice of adverse action to disqualify the individual. Disqualification periods will be imposed as follows: **First Occurrence:** For the first violation or failure without good cause, the individual shall be disqualified for one month unless the individual becomes exempt from work registration which ends the disqualification. **Second Occurrence:** The second violation or failure without good cause, the individual shall be disqualified for three

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	months unless the individual becomes exempt from work registration which ends the disqualification. **Third or Subsequent Occurrence:** For the third and subsequent violation or failure without good cause, the individual shall be disqualified for six months unless the individual becomes exempt for work registration which ends the disqualification. **Sanction applies to:** Individual

X. Participant Reimbursements
• List all participant reimbursements (or link to State policy/handbook)
• Reimbursement cap
• Payment method (in advance or as reimbursement)
	Participant reimbursements are as follows to the extent that funding is available:
	➢ Transportation(Participation) – up to $200 per month
	  • Car repairs for Lowndes County – one time up to $500
	  • Car repairs for Wilcox County – one time up to $500
	There will not be a cap placed on the following reimbursements as long as they are reasonable and necessary and funding is available:
	➢ Clothing
	➢ Equipment needed for training/employment
	➢ Drug testing required for employment
	➢ Shoes
	➢ Union dues necessary for employment
	➢ Medical test required for employment
	➢ Licensing and bonding fees for work placement
	➢ Background check/finger printing required for employment
	➢ Other reimbursements may be considered if they are reasonable and necessary for employment/training and are allowable E&T costs
	
	In addition to DHR's allowances, third-party partners will be encouraged to provide for transportation and other participant expenses that are necessary or are an integral part of the E&T service (e.g., welding masks).

XI. Work Registrant Data • Methodology used to count work registrants	The count of work registrants in Alabama was taken based on a computer system (ERD) that includes work registration coding of all SNAP participants based on their social security number. The ERD Work Registration Report gives a new and

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	cumulative count of all SNAP participants who are tracked based on their social security numbers, which ensures an unduplicated count. As of October 1st of a Fiscal Year (FY) there is a "begin month" count of work registrants based on work registration coding. As new work registrants are added throughout the month the system is set to capture an "added month" count. These two, the "begin and add month" counts are added to give total end month count. This count is processed each month throughout the fiscal year.
XII. Outcome Reporting Data Source and Methodology • Data sources • Methodology	Upgrades to the current computer system now include capturing participants registration code, county of residence, mailing address, age, sex, nine digit case number, date of birth, high school diploma or GED, speaking English as a second language, hours of participation, whether a voluntary or mandatory participant, a payment file to record reimbursement amount, participation dates, and a description of the types of programs offered. The upgrade allows for needed information to be captured and gathered meeting minimal Federal reporting requirements. Reports will be gathered based on the social security numbers of clients participating in an eligible component. The Federal wages and new hire information will be requested, processed, and maintained for each participant identified for E&T tracking based on their social security numbers even if they are no longer associated with an open case. They will remain on IEVS for an additional 2 years. All providers will be required to collect data and submit monthly reports that contain participant information which is used in conjunction with the State ERD PSFSB385-D report used to complete the FNS-583 report quarterly. The data each provider collects includes: 1. Number of referrals received 2. Number of referrals made 3. Number of contacts made 4. Number of participants that declined participation 5. Number of participants in each activity and each component 6. Number of participation hours in each component 7. Number of participants that dropped out of the E&T Program

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Section D: Pledge to Serve All At-Risk ABAWDs (if applicable) *State agencies wishing to receive pledge funds should identify a desire to pledge and provide the following information:*	
I. Is the State agency pledging to offer qualifying activities to all at-risk ABAWDs?	N/A
II. Information about the size & needs of ABAWD population	N/A
III. The counties/areas where pledge services will be offered	N/A
IV. Estimated cost to fulfill pledge	N/A
V. Description of State agency capacity to serve at-risk ABAWDs	N/A
VI. Management controls in place to meet pledge requirements	N/A
VII. Description of education, training and workfare components State agency will offer to meet ABAWD work requirements	N/A

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	8. Number of participants that obtain employment prior to completion of the program 9. Number of participants that obtained employment at the end of the program 10. Number of job placements 11. Number of participants who have a GED/HS Diploma prior to E&T participation 12. Number of ESL participants The State will forward the FY 2018 outcome data when complete. Data collection for reporting outcomes will be part of the services provided through contracts as a result of the RFP.

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Section E: E&T Component Detail

Components by Category (*Non-Education, Non-Work Components; Education Components; Work Components)*

Non-Education, Non-Work Components

Supervised Job Search					
Description	After receiving an assessment from either a DHR case manager or a contracted partner, and determined to be work ready, participants may work one-on-one with a case manager to find suitable. Participants may receive assistance completing applications, creating/updating resumes; receiving job referrals, etc., from any contracted provider that provides one-on-one supervised job search or with the one- on-one assistance of any A-RESET case manager. Case managers will conduct follow ups, monthly at minimum, to address any barriers while completing job search. After a period of 3 months with no employment, a reassessment will be completed to determine other appropriate activities in which the participant could access to reach success and self-sufficiency.				
Geographic area	**Target audience (e.g., homeless, re-entry population, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
All Counties with A-RESET services	ABAWDs and non-ABAWDS	463	$4,009,446	HTCC, GES, TBCI, GSR, Workshops, M&E, SAFE, UWAL, DHR	The number and percentage of job search participants that become employed. **Information is gathered from monthly reports from providers and tracked through QWR

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**

****Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

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Job Retention					
Description	Job retention services will be offered for a minimum of 30 days and may be provided for up to 90 days after a participant becomes employed after participating in an A-RESET activity. The State agency will allow up to 90 days of job retention services per FY regardless of the number of times they may be referred to the E&T program. Services included are case management, reimbursement for items deemed reasonable and necessary to maintain employment. Documentation must be presented prior to reimbursements being issued for job related expenses**.**				
Geographic area	**Target audience (e.g., homeless, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
Statewide	ABAWDs and non-ABAWDs	20	$130,152	HTCC, GES, TBCI, Workshops, ADoL, M&E, UWAL	The number and percentage of job retention participants who maintain employment after participating in an E&T component. **Information is gathered from monthly reports from providers and tracked through QWR

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**
****Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

Education Components

The costs associated with the educational components in Alabama's SNAP E&T program include Basic Education and/or Foundational Skills Instruction (includes High School Equivalency programs), Career and/or Technical Education Programs or Other Vocational Training, English Language Acquisition, and training associated with industry- recognized certifications (e.g. MSSC and WorkKeys). SNAP E&T individuals will be carefully tracked, the number of hours must be

monitored, and this information will be reported entered into the State's SNAP E&T case management system.

Adult/Basic Education					
Description	Alabama has made this non-work component available for many years for eligible participants. GED assessment, testing, and classes, ESL classes, any WIOA and certification programs are the services provided.				
Geographic area	**Target audience (e.g., homeless, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
Statewide	ABAWDS and Non-ABAWDs	164	$1,149,495	ACCS, GES, HTCC, DPCV, GSR, SAFE	The number and percentage of participants in basic education who receive a GED or high school equivalency. ** Information is gathered from monthly reports from providers.

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**
**** Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

Work Readiness Training					
Description	Services may include: foundational cognitive skills such as reading for information, applied mathematics, problem solving, critical thinking and non-cognitive skills or employability and soft skills which consist of personal characteristics and behavioral skills that enhance an individual's interactions, job performance, and career prospects such as adaptability, integrity, cooperation, and workplace discipline.				
Geographic area	**Target audience (e.g., homeless, re-entry**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**

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Work Readiness Training					
	population, ABAWDS)				
Statewide	ABAWDs and non-ABAWDs	213	$2,526,689	Heritage, GES, TBCI BGC, Workshops DPCV, UWAL, ACCS, GSR, M&E, SAFE	The number and percentage of work readiness training participants that become employed. **Information is gathered from monthly reports from providers and QWR.

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**
**** Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

Vocational Training					
Description	Participants may be referred to enroll in program offered or any other jobs skills and vocational training classes offered like welding, pipe fitting, truck driving, etc.				
Geographic area	**Target audience (e.g., homeless, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
Statewide	ABAWDS and non-ABAWDs	132	$1,762,366	GES, ACART, Workshops, GSR DPCV, AIDT, ACCS, SAFE, ADoL	The number and percentage of participants who participate in vocational training and obtain a recognized credential.

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Vocational Training					
					**Information is gathered from monthly reports from providers.

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**
**** Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

Work Components

On the Job Training					
Description	Participants will receive on the job training from employers that have been approved by the Department of Labor. Participants typically receive wages while participating in this hands-on training, provided by the employer.				
Geographic area	**Target audience (e.g., homeless, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
Statewide	ABAWDS and non-ABAWDs	18	$34,182	ADoL, Workshops	The number and percentage of On the Job Training participants who become employed after participation. **Information is gathered from monthly reports from providers and QWR.

*** Limit anticipated monthly cost to administrative costs only. Do not include participant reimbursements.**
**** Annual outcome data will be reported to FNS according to the interim final rule National Reporting Measures**

Work Based Learning: Other	
Description	Participants will participate in a 9 week program with 6 weeks of classroom instruction and an unpaid 3 week placement with an employer with no guarantee of employment.

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Work Based Learning: Other					
Geographic area	**Target audience (e.g., homeless, ABAWDS)**	**Anticipated monthly participants (unduplicated count)**	**Anticipated monthly cost***	**Provider(s)**	**Reporting measure(s) if > 100 participants per year**
Jefferson, Montgomery, and Lowndes	ABAWDS and non-ABAWDs	4	$3,395	UWAL	N/A

Section F: Estimated Participant Levels	
I. Anticipated number of work registrants in the State during the Federal FY (unduplicated count):	252,720
II. Estimated Number of Work Registrants Exempt from E&T	252,720
List below planned State option exemption categories and the number of work registrants expected to be included in each during the Federal FY **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.** **9.** **10.** **(Add more rows as needed)**	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
III. Percent of all work registrants exempt from E&T (line II/line I)	100%
IV. Anticipated number of mandatory E&T participants (line I – line II)	0
V. Anticipated number of voluntary E&T participants	12,168
VI. Anticipated number of ABAWDs in the State during the Federal FY	55,625

VII. Anticipated number of ABAWDs in waived areas of the State during the Federal FY	0
VIII. Anticipated number of ABAWDs to be exempted under the State's 15 percent ABAWD exemption allowance during the Federal FY	0
IX. Number of potential at–risk ABAWDs expected in the State during the Federal FY (line VI–(lines VII+VIII))	55,625

Section G: Summary of Partnerships and/or Contracts					
Partner/ Contractor	**Nature of Contract (Consulting, Data Analysis, E&T Services, Other)**	**Total Admin Costs**	**Total Participant Reimbursements Costs**	**Total Cost**	**% of Total Budget**
Alabama Community College System Adult Education Program (ACCS)	E&T Services	$1,952,958	$0	$1,952,958	29%
Alabama Department of Labor (ADoL)	E&T Services	$25,000	$0	$25,000	1%
Goodwill Easter Seals (GES)	E&T Services	$169,426	$1,200	$170,626	3%
The Bridge Center Inc. (TBCI)	E&T Services	$191,700	$2,000	$219,620	3%
Heritage Training and Career Center Inc. (HTCC)	E&T Services	$63,130	$0	$63,130	1%

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Family Counseling Center of Mobile, Inc. (FCC)	E&T Services	$82,051	$0	$82,051	1%
Daniel Payne College Village Foundation (DPCV)	E&T Services	$299,029	$0	$299,029	4%
A Cut Above the Rest Training Facility (ACARTF)	E&T Services	$602,160	$0	$602,160	9%
Workshops, Inc.	E&T Services	$391,360	$400.00	$392,360	6%
Alabama Alliance of Boys & Girls Clubs (BGC)	E&T Services	$595,000	$0	$595,000	9%
Goodwill Industries of the Southern Rivers (GSR)	E&T Services	$76,202	$11,650	$87,852	1%
Benton & Associates (B&A)	Consulting	$243,697	$0	$243,697	4%
Alabama Industrial Development Training (AIDT)	E&T Services	$155,427	$0	$155,427	2%
M&E Consulting Services (M&E)	E&T Services	$152,750	$11,525	$164,275	2%
Sylacauga Alliance for	E&T Services	$425,952	$0	$425,952	6%

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Family Enhancement (SAFE)					
United Ways of Alabama	E&T Services	$1,197,930	$0	$1,197,930	12%

For each partner/contractor that receives more than 10% of the E&T operating budget, complete and attach a Contractor Detail Addendum.

Section H: Contractor Detail Addendum

Partner/Contract Name	Alabama Community College System (ACCS)			
Monitoring and communication with contractor (s)	Site visits will be conducted at the site(s) providing services annually. An Addendum A to the contract describes in detail the services to be provided.			
Role of Contractor	This contract provides Basic Education and various training services to any SNAP participant that volunteers Statewide.			
Timeline	**Start**	*10/01/2019*	**End**	*09/30/2020*
Description of Activities/Services	**The agreement between DHR and ACCS provides for three services:** 1. ***Adult Basic Education/Career Pathway Training*** **–** ACCS will provide Adult Education services that include orientation/intake, assessments, GED/High School Diploma preparation, and employment preparation services. 2. ***Ready to Work (RTW)*** **–** This program is focused on meeting the current needs of Alabama's businesses and industries. RTW's core curriculum includes six training modules and ACT WorkKeys. 3. ***Manufacturing Skills and Standards Council (MSSC) Training Initiative*** **–** MSSC certification is an industry-led training, assessment, and certification system. The two MSSC certifications offered are Certified Production Technician (CPT) and Certified Logistics Technician (CLT).			
Funding	This program will be funded using 50/50 E&T funds.			

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Partner/Contract Name	Alabama Community College System (ACCS)			
Evaluation	Adult Education is a continued partner and the services that will be offered will be reviewed through site visits annually. Additional site visits will be done as needed. Adult Ed will email the lists of all SNAP participants that received services and also list each service that each participant received that month. Conference calls will be as needed. Adult Ed will collect data for each fiscal year. The State will also look at performance indicators such as the number of work registrants that are referred to Adult Ed and compare this number to the number that received a GED and complete a WIOA or other training program. This will help to measure the effectiveness of the services that are being offered by this partner. The State will also look at the services received by participants that have new hires on IEVS to measure what services are more effective and produce more desirable results.			
Partner/Contract Name	United Ways of Alabama (UWAL)			
Monitoring and communication with contractor (s)	A-RESET staff will meet UWAL leadership at least quarterly. These quarterly meetings will review UWAL's own work as well as the progress of UWAL's subcontractors. These meetings will be complemented by on-site reviews of each UWAL subcontractor at least annually.			
Role of Contractor	UWAL will serve as a major "intermediary" for DHR in reaching out to United Ways across the State, engaging community and faith-based organizations (CBOs and FBOs) to become A-RESET partners, and monitoring the work of those partners as subcontractors to UWAL.			
Timeline	**Start**	*10/01/2019*	**Start**	*09/30/2020*
Description of Activities/Services	UWAL will promote access to workforce inclusion and independence for eligible clients through its own services and the programs of its community partners. They will do this by: • Preliminary screening "2-1-1" clients for program eligibility; • Assisting in providing access to learning and training opportunities via the 2-1-1 "Connects Alabama" (information and referral program) in order to obtain skills necessary to gain employment; • Referring/linking clients to appropriate community partners (including, but not limited to, UWAL subcontractors and United Way affiliates Statewide) who can assess interests, skills, values and abilities to promote client self-sufficiency;			

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Partner/Contract Name	Alabama Community College System (ACCS)
	• Providing follow-up case management and other services to participants in the A-RESET program; • Providing access to vocational training and other E&T services through placement with community partners (including UWAL's sub-contractors); and • Providing access to job retention and other "wrap-around" services, including but not limited to child care and transportation. UWAL will also continue to provide Troy University with access to its data base of service providers across the State that Troy will use in maintaining the currency of the A-RESET Resource Mapping tool. In addition, UWAL will serve as the "prime contractor," managing subcontracts with community and faith-based organizations. During FFY 2020, these subcontractors will include: • ***Aid to Inmate Mothers (AIM)* –** This CBO's target population will be women that have had some involvement with the Criminal Justice System and their children. AIM will provide job search, job search training, and job retention services to SNAP recipients who may be unemployed or underemployed to help them access training that could help obtain an initial job or a better job. In addition, AIM will provide intensive individual case management with women recently released from prison to determine their needs and barriers to employment and provide any additional wrap-around services and follow-up after employment is attained for at least 90 days. • ***HandsOn River Region (HORR)*** – This CBO is the lead agency responsible for the administration of the 2-1-1 system in Central Alabama. Under their UWAL contract, HORR will use the 2-1-1 system as a tool to screen inquiries as to their SNAP eligibility, employment/underemployment status, and assessment of the need for E&T and other supportive services to reduce their dependency on public assistance. HORR will also serve A-RESET participants by making referrals to appropriate service providers and delivering case management services. • ***Hope Inspired Ministries (HIM)*** – This FBO serves low-skilled, poorly educated, and chronically unemployed adult men and women by preparing them to obtain and maintain employment. HIM's nine-week job training and life skills program develops individual worth, encourages personal

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Partner/Contract Name	Alabama Community College System (ACCS)
	responsibility, and promotes the value and honor of a hard day's work. HIM's training involves over 300 hours of learning in the areas of life and employment skills, character building, financial management, and wellness training. Upon completion of six weeks of classroom instruction, students' skills and abilities are assessed and the student is then matched with a local business where they put their new training to use during a 120-hour, unpaid internship. In many cases, the local business hires the student upon internship completion. HIM also provides ongoing aftercare, case management, and job retention services for graduates and non-graduates to help them maintain employment or find better job opportunities, • ***Salvation Army of Coastal Carolina*** **–** This FBO provides comprehensive services to homeless individuals in Southern Alabama. A-RESET participants receive case management and other services tied to the employment goal of each family's case management plan. This includes weekly case management meetings to set goals and monitor progress using the Homeless Management Information System (HMIS) database, weekly classes dedicated to employment readiness (focused on such topics as resume building, interview coaching, vocational rehabilitation referral, work development services, job searching, and completing employment applications), the provision of business attire, and transportation to interviews and job fairs. • ***United Way of Etowah County*** **--** The United Way's First Call for Help will promote access to workforce inclusion and independence on the part of A-RESET clients. Through this initiative, the United Way will provide case management to link eligible individuals to various workforce development initiatives and supportive services such transportation, adult basic education, child care services, work readiness training, job skills training, and volunteer opportunities. The United Way will accomplish this goal by screening 2-1-1 clients for eligibility for the SNAP A-RESET program; providing referrals to appropriate partners such as the Gadsden Career Center who can assess skills and abilities to facilitate job matching and work opportunities; and connecting recipients to other resources that may be needed for a client to successfully obtain employment resources such as but not limited to child care and transportation.

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Partner/Contract Name	Alabama Community College System (ACCS)
	UWAL is also expected to add additional partners/subcontractors during FFY 2020. Should this program expansion exceed the resource levels contained in the UAL/DHR contract or deviate significantly from the nature of the services described in this addendum, DHR will submit an appropriate amendment to this State Plan for FNS review and approval.
Funding	This program will be funded by the 50-50 component of SNAP E&T .
Evaluation	UWAL is a key partner in the A-RESET program. As such, DHR will monthly reports, meet with UWAL at least quarterly, and join with UWAL in conducting site visits of its subcontractors at least annually. The performance of UWAL and its subcontractors will be assessed based on the extent that they are serving the maximum number of SNAP recipients specified in the agreement with DHR. Based on data submitted by UWAL and its subcontractors, program performance will be evaluated based on the number/percentage of individuals getting a job or a better job, job retention, and a reduction in dependence on SNAP benefits.

Section I: Operating Budget and Budget Narrative

	State cost	Federal cost	Total
I. Direct Costs:			
a) Salary/Wages	282,254	939,530	1,221,784
b) Fringe Benefits* Approved Fringe Benefit Rate Used _____%	137,261	443,637	580,898
c) Contractual Costs (Admin Only)	3,204,185	4,143,438	7,347,623
d) Non-capital Equipment and Supplies			
e) Materials	2,500	39,083	41,583
f) Travel	1500	21,600	23,100
g) Building/Space			
h) Equipment & Other Capital Expenditures			
Total Direct Costs	3,627,700	5,587,288	9,214,988
II. Indirect Costs:			
Indirect Costs*Approved Indirect Cost Rate Used: N/A% DHR uses PACAP	110,006	366,172	476,178

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III. In-kind Contribution			
State in-kind contribution			
Total Administrative Cost (Total of items I, II, and III)	3,737,706	5,953,460	9,691,166
100 Percent Federal E&T Grant		2,215,754	2,215,754
50 percent Additional Administrative Expenditure	3,737,706	3,737,706	7,475,412
IV. Participant Reimbursement (State plus Federal):			
a) Dependent Care (including contractual costs)			
b) Transportation & Other Costs (including contractual costs)	292,187	292,187	584,374
c) State Agency Cost for Dependent Care Services			
Total 50 percent Participant Reimbursement Expenses	292,187	292,187	584,374
V. Total Costs	4,029,893	4,029,893	8,059,786

*** Attach an approval letter from the cognizant agency identifying the indirect cost rate being used.**

Alabama DHR is a Public Assistance Agency and therefore is required to submit a Public Assistance Cost Allocation Plan. An approval letter for such a plan is included.

- **Fringe Benefits are calculated at : FICA= 7.65% of salary, Retirement = 15.24% of salary, OC = 0.04% of salary, and Insurance is $930 per person per month.**

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Section J: Budget Narrative and Justification

Item	Narrative
I. Direct Costs:	
a) Salary/Wages	13 County staff at 50% Admin rate have salaries of $564,508. 9 County and 5 State staff at 100% rate have salaries of $375,022. Alabama legislature approved 2% COLA for FY 2020. County staff at the FSW-1 classification may be converted to FSW-2 level during FY 20.
b) Fringe Benefits* Approved Fringe Benefit Rate Used_22.93% + $930ea _a month	Fringe Benefits are calculated at : FICA= 7.65% of salary, Retirement = 15.24% of salary, OC = 0.04% of salary, and Insurance is $930 per person per month.
c) Contractual Costs	100% contracts: Dept. of Labor & Benton and Assoc. total $268,697. 50% contracts: Goodwill Easter Seals, Goodwill Southern Rivers, Heritage Training & Career Center, Daniel Payne College Village, A Cut Above the Rest, Boys & Girls Club, Workshops Inc., The Bridge Center Inc., M&E Consulting Services, Sylacauga Alliance for Family Enhancement, Alabama Industrial Development Training, United Ways, Family Counseling of Mobile, Alabama Community College System totals $6,408,370. Also, $670,556 is added for contract system development workers.
d) Non-capital Equipment and Supplies	
e) Materials	Supplies for County offices for color printer ink and special paper to assist clients in resumes. Marketing boards and supplies.
f) Travel	Staff must travel to meet with contractors and state staff must attend regional meetings. Increased by $2000 for 3 additional staff for in-state travel among counties.
g) Building/Space	
h) Equipment & Other Capital Expenditures	
II. Indirect Costs:	
	Alabama DHR is a Public Assistance Agency and therefore is required to submit a Public Assistance Cost Allocation Plan. An approval letter for such a plan is included.
III. State In-kind Contribution	

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IV. Participant Reimbursements	
a) Dependent Care	
b) Transportation & Other Costs	Client reimbursements: Non-DOL expected to increase, payments *12mo. *1.15 = $559,374 plus DOL. = $25,000. Total $584,375, Fed share =$292,187
c) State Agency Cost for Dependent Care Services	

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B. Temporary Assistance for Needy Families (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

a. Conduct a program designed to serve all political subdivisions in the State (not necessarily in a uniform manner) that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program, specifically cash assistance, and become self-sufficient (section 402(a)(1)(A)(i) of the Social Security Act).

The State will conduct programs designed to serve all political subdivisions in the State (not necessarily in a uniform manner) to provide assistance and/or services to needy families with children under the administration and supervision of the Alabama Department of Human Resources through County Departments of Human Resources located in the 67 counties in Alabama. The effective date of the TANF renewal plan is October 1, 2018. Program operating guidelines which include all policies, procedures, etc., for the determination of initial and continuing eligibility for each program will be issued to the County Departments of Human Resources from the State Department of Human Resources as needed. Such operating guidelines contained in department program manuals or other correspondence is binding on the County Departments of Human Resources. Provision of assistance and/or services to eligible , needy families is contingent on the availability of program funding.

Activities of these offices for programs 1 — 3 below include: accepting and processing applications for assistance; and as appropriate conducting reviews and redeterminations of eligibility, providing child support enforcement services, information and referral services, providing family intervention and preservation services and managing a program of work activities and requirements known as the JOBS Program. Special Projects may not necessarily be available on a statewide basis.

Programs: 1. Basic Assistance to Needy Families — A. Temporary Cash Assistance (limited to 5 years) ;B. Work Program (includes services to current and former recipients of cash assistance) 2. TANF Emergency Assistance 3. TANF (Direct) Child Welfare 4. Special Projects

Financial criteria are provided for each program area in Attachment E in section (k).

General program descriptions for the components of the Family Assistance Program are as follows:

1.Basic Assistance to Needy Families: A. Cash Assistance: Financial assistance to meet basic needs is available to a family with a dependent child under age 18 or under age 19 if s/he is a full—time student in a secondary school or in the equivalent level of vocational or technical training and whose income does not exceed established agency standards and who are otherwise eligible. Non parent adult caretaker relatives are excluded from the Family Assistance unit.

Funding Source: Federal Funds.

B. Work Program: (See Section (b) Non— assistance expenditures for current and former recipients of cash assistance as well as certain needy applicants of cash assistance so as to maintain children in

their own homes and end the dependency of needy parents by promoting work. Services include information and referral, case management short—term non—recurrent benefits as discussed in 45CFR 260.31, day care, transportation and other work and training services.

Funding Source: Commingled State and Federal Funds.

2.TANF Emergency Assistance (Formerly AFDC-EA as provided by 45 CFR 233.120 with provision date of August 21, 1996): Assistance and services to or on behalf of a needy child under the age of 21 when it has been determined an emergency or crisis situation exists. Under this component an emergency exists when a child (a) is being or has been removed from his/her home and placed into publicly funded care or supervision as authorized by department staff or designee, or (b) is at risk of such removal as determined by department staff or designee.

Assistance includes paying for shelter, foster care, or emergency living expenses to alleviate the emergency or crisis situation. Services include information and referral, case planning and case management, counseling and support activities to normalize family functioning, and health care and health maintenance activities. Assistance and services are provided to the extent they are determined necessary and appropriate by department staff. Assistance is authorized during one period of 30 consecutive days in any 12 consecutive months. All authorized services/assistance are delivered in the twelve month time period between the authorized date and twelve months later. Methods of delivery of assistance and services includes vendor/contract payments to the provider of services and staff services. Staff service costs are determined according to the department's approved cost allocation plan

Assistance is available to or on behalf of a needy child 1) who is under the age of 21 and to any other member of the household in which he is living provided that such child is (or, within 6 months prior to the month in which such assistance is requested, has been) living with any of the relatives specified in section 406 (a)(1) of the Act and further clarified in 45 CFR 233.90(c)(1)(v) in a place of residence maintained by one or more of such relatives as his or her own home; (2) who has been removed from his/her home or is at risk of such removal and (3) whose emergency did not arise from his/her refusal or refusal of such relative with whom s/he lives without good cause to accept employment or training for employment.

Funding Source: Commingled State and Federal Funds.

3.<u>TANF Direct Child Welfare</u>: Non—assistance expenditures for payment of specific services for department child welfare cases such as counseling, case management, peer support, childcare, information and referral, transitional services and non—recurrent, short—term benefits as discussed in 45 CFR 260.31. An individual is certified if that individual meets either of the following: 1) a child resides in his/her own home; 2) a child is in out—of—home placement and has a permanency goal to remain at home, return home, or live permanently with relatives.

Funding Source: Federal and State funds.

4.<u>Special Projects</u>: A.. Eligible Families: Non—assistance expenditures for services including information and referral to needy parents/families such as short—term non—recurrent benefits as discussed in 45 CFR 260.31, day care, subsidized employment, transportation and work and training

services, statewide food distribution network activities and pro—family activities expected to prevent and reduce the incidence of out of wedlock births as well as encourage the formation and maintenance of healthy two parent families including after school activities for teens, fatherhood and healthy marriage initiatives, mentoring and literacy programs and domestic violence/drug abuse/prevention/education programs. Additional non—financial criteria, if any, are dependent on the project plan.

Funding Source (s): Commingled State and Federal funds; Federal funds dependent on the project; State MOE.

After—School Care Program — Through a collaboration with the Alabama Alliance of Boys and Girls Clubs, project based learning activities are provided for the purpose of preventing out of wedlock teen pregnancy. Projects include: Character, Health and Life Skills; Education and Career Development; and Health and Physical Education Programming.

Funding Source: Federal Funds

B. Pro—Family Activities for Other Than Eligible Families: Non—assistance in the form of non—federal cash and in kind qualified expenditures by third parties for individuals and families pursuant to 45 CFR 263.2(a) (4) (ii). Program specifics including non—financial eligibility criteria, if any, are contained in written agreements/contracts between the Department of Human Resources and the third party and in project plans as applicable.

These benefits and services are provided without regard to financial need or family composition.

Funding Source: State MOE.

b. Require a parent or caretaker receiving assistance to engage in work (defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once he or she has received 24 months of assistance, whichever is earlier, consistent with the child care exception at 407(e)(2) (section 402(a)(1)(A)(ii) of the Social Security Act)

1. Requirements and Activities

The State will operate a welfare work program in compliance with Section 407 of Title IV-A of the Social Security Act and consistent with Alabama's approved Work Verification Plan. The program is known as the JOBS Program. All parents/stepparents, including teen parents, who are receiving assistance, are referred to the JOBS Unit for assessment in regard to their skills, prior work experience and employability. The assessment process includes screening for disability and language assistance needs. An Individual JOBS Participation (IJP) and Family Responsibility Plan (FRP) will be developed for these individuals. Individuals determined to be ready to engage in work will be immediately placed in work or work-related activities for up to 40 hours per week. After receipt of assistance for 24 months, all individuals not already participating in such activities will be required to engage in work activities, as defined in state policy.

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NONCOMPLIANCE WITH PROGRAM REQUIREMENTS Work Program-The parent(s) and/or stepparent(s) of a dependent child(ren) receiving assistance are required to participate in work activities designed to result in gainful employment unless the parent(s)/stepparent(s) is deferred or has good cause for not participating as specified in department program manuals. See Attachments B and C below. The penalties for failure to comply are as follows: Applicants: Upon overt refusal of the grantee relative or other member(s) of the assistance unit required to participate in JOBS activities, the application will be denied and entitlement to benefits for the month of application through the month of application disposition is lost even if reapplication is made in the month of the original application disposition. Recipients who have received for less than 24 months: For the first three months of non-compliance (consecutive or not), the grant amount is reduced by 50% of the payment standard for the assistance unit size. For a month of non-compliance in excess of three months, the assistance unit is disqualified for a one-month period for the first disqualification. For a month of non-compliance following the first disqualification, the assistance unit is immediately disqualified for a six-month period. For a month of non-compliance following the second and subsequent disqualifications, the assistance unit is immediately disqualified for a twelve-month period. Recipients who have received for 24 months or more: The assistance unit is immediately disqualified for a one-month period for the first instance of non-compliance; a six-month period for the second instance of non-compliance and a twelve-month period for the third and subsequent instances. Recipients who voluntarily terminate employment or refuse employment without good cause (regardless of the number of months of receipt): The assistance unit is immediately permanently disqualified. Attachment B WORK PARTICIPATION DEFERRAL CRITERIA and SPECIAL CIRCUMSTANCES DELAY CRITERIA A. Deferral Criteria -Individuals may be temporarily deferred from the participation requirements of the JOBS Program if the individual: 1. Is a person in the home whose presence is required on a substantially continuous basis due to the illness or incapacity, determined on the basis of medical evidence, of a related individual and no other appropriate individual is available to provide the needed care. 2. Has an illness or injury which is serious enough to temporarily prevent employment or training with the goal of employment. This includes pregnancy when it is determined by medical evidence that working or participation in training would be detrimental to the woman or the unborn child. 3. Is incapacitated with a physical or mental impairment determined by the Department of Rehabilitative Services which prevents the individual from engaging in employment or other work activity. 4. Has been battered or subjected to extreme cruelty as defined in department program manuals to the extent participation in program work requirements is precluded. 5. Is participating in drug, alcohol or mental health counseling to the extent participation in program work requirements is precluded. 6. Is a single custodial parent caring for a child under the age of six (6) and appropriate childcare is not available or is inaccessible to the client. 7. Is a single custodial parent (age 18 or older) of a child age 6 months or younger. 8. Is age 60 or older. 9. Has no regular transportation of any kind available. 10. Has a personal barrier of such significance to preclude participation in a work activity or employment and is participating in other JOBS activities to overcome the barrier. 11. Is a parent in a two-parent family who has to provide childcare for a child while the other parent works or participates in a JOBS activity because appropriate childcare is not otherwise available, accessible and/or affordable. (Attachment B cont'd.) B. Special Circumstances Delay Criteria Participation for clients who are required to participate and do not meet deferral criteria may be delayed if no appropriate component/employment is available. Attachment C GOOD CAUSE FOR NONCOMPLIANCE WITH JOBS ACTIVITIES Good cause for failure or refusal to participate in JOBS activities or to accept employment includes the following: 1. Illness of individual or illness of a household member or family member which requires the presence of the individual. 2. Childcare problems 3.

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Transportation problems 4. Personal or family crisis 5. Domestic Violence issues 6. Rare/Unusual Circumstances 7. Non-receipt of correspondence 8. Administrative error .

2.Displacement Provisions

Pursuant to 45 CFR 261.70, no adult in a work activity as described in 45 CFR 261.30 will be employed or assigned to an employment when any other individual is on layoff from the same or an equivalent job in the company, or if the employer has terminated the employment of any regular employee or otherwise caused an involuntary reduction of the workforce in order to fill the vacancy so created with a recipient of Family Assistance. Aggrieved individuals may file a written complaint with the Family Assistance Division, State Department of Human Resources. All complaints are investigated. Complainants are advised of findings in writing. Corrective action is taken by the Department as appropriate.

c. Ensure that parents and caretakers receiving assistance engage in work in accordance with section 407 (section 402(a)(1)(A)(iii) of the Social Security Act)

To ensure engagement, the State conducts monitoring as described in Alabama's approved Work Verification Plan. That monitoring includes case record reviews beginning at the local level and continuing to the State level for re-review. Negative findings require correction action. Findings in these reviews are a component of the performance evaluation of Directors, County Departments of Human Resources. Additionally, each County Office is required to develop and submit a County Management Plan related to activities of the JOBS Program. That plan requires an analysis of work participation data and activities as well as a corrective action plan if needed. These plans are reviewed and monitored by State Office Field Supervisors.

A FRP is developed jointly by the FA grantee relative and the JOBS case manager. It outlines the responsibilities of the FA grantee in regards to the participation of all required family members and includes a copy of the IJP for each required family member. The IJP outlining work activities, supportive services and other family needs is developed jointly by the recipient and the JOBS case manager. Support services such as childcare, transportation, and work/participation expenses will be made available as needed to enable recipients to participate in work or work—related activities. Other services include information and referrals for domestic violence and substance abuse issues. The individual will receive reimbursement or payment of agreed upon expenses directly related to participation in such activities. Each recipient will be informed of the work requirements, what constitutes noncompliance, and the sanctions for non—compliance. If a recipient refuses or fails to cooperate with work requirements as set forth in his/her IJP, the family's benefits will be reduced or terminated as set forth in state policy unless good cause for the non—compliance, as defined in state policy, is established. No sanction for failure to work or participate in work—related activities will be imposed on any single custodial parent caring for a child under age 6 if the individual proves that s/he has a demonstrated inability to obtain needed child care.

Each non—deferred recipient will be placed in a work—related activity consistent with his/her IJP. Work activities may include: Subsidized/Unsubsidized employment

On the job training

Job Search

Job Readiness Activities

Community Employment Placement (work experience)

Community Service Employment

Vocational education activities

Job skills training

Satisfactory attendance in high school or a course of study leading to a GED

Education directly related to employment

For the duration of the recipient's involvement in work activities, the JOBS case manager will monitor component participation and provide assistance to participants with any problems or barriers.

Individuals who agree to treatment programs for drug, alcohol, or mental health reasons may be temporarily deferred from a work activity when the person is making a serious attempt to recover. Domestic violence victims will be deferred from a work activity when they are at risk of endangerment.

Definitions

a. Unsubsidized Employment: This is paid employment for either wages or salary where no part of the pay is subsidized by TANF or any other public programs.

b. Work Experience: In Alabama this activity is called Community Employment or CEMP. CEMP is a work activity, performed in return for welfare that provides an individual with an opportunity to acquire the general skills, training, knowledge, and work habits necessary to obtain employment. Placements are designed to help prepare the client to obtain unsubsidized employment by allowing him/her to develop a current work history and establish references for future employment seeking efforts as well as develop and improve marketable skills. Placements will be in both non—profit and for—profit businesses. Placement in for—profit businesses will have shorter time frames (maximum of three months) than placements in non—profit businesses (maximum of six months).

c. On—the—Job—Training: In this component a public or private employer hires the TANF client full—time where part of the wages are subsidized, usually by a governmental entity such as Department of Labor. While employed in the OJT position, the client engages in productive work while receiving training in knowledge and skills essential for adequate job performance. The client is compensated at a rate comparable to that of other employees performing the same or similar jobs, but at no less than minimum wage.

d. Job Search and Job Readiness:

1. Job Search is assigned in increments lasting no more than two weeks. The client is expected to complete a number of serious contacts with potential employers and must also register with the Employment Service. The daily number of required contacts is determined by the case manager based on the client's specific circumstances and the geographic area. The case manager will randomly ontact employers turned in as job contacts to verify that an application was submitted and/or an interview was conducted.

2. Job Readiness is an intensive, short—term component, consisting of formal classroom training designed to prepare the client for successfully seeking and maintaining employment. Activities focus on pre—employment preparation and are aimed at helping the client overcome barriers that might preclude employment. Typical activities include application completion, interview skills, ways to locate job openings, general workplace expectations, and the behaviors and attitudes necessary to compete successfully in the labor market. This activity also includes substance abuse, mental health and rehabilitation counseling for clients who are otherwise employable.

e. Vocational Educational Training: This is organized educational programs that are directly related to the preparation of individuals for employment in current or emerging occupations requiring training including a baccalaureate or advanced degree. These courses should provide individuals with technical skills and academic knowledge needed for success in current or emerging employment sectors. It also includes any formal instruction in a skill or trade traditionally referred to as job skills training, determined by the JOBS staff to be other than purely academic in nature, that prepares the client for a vocation. For example, technical programs designed to prepare a client for a specific occupation, including nursing, plumbing, electrical, auto mechanics, welding and barbering. The training is limited to education that leads to useful employment in a state recognized occupation. Training is available to clients through WIA, vocational/technical schools and some colleges and universities. Training includes courses for any state licenses, certificates, and/or degrees.

f. Job Skills Training Directly Related to Employment: This is training or education for job skills required by an employer to provide an individual with the ability to obtain employment or to advance or adapt to the changing demands of the workplace. It includes training or education required as a prerequisite for employment or to advance or adapt to changing demands of current employment. Such training and education will be provided through educational and training organizations. This activity also includes all activities described above as vocational education and any four—year bachelor's or advanced degree programs at any State certified college or university.

g. Education Directly Related to Employment for Individuals with No High School Diploma or Certificate of High School Equivalency: This is education related to a specific occupation, job, or job offer. It includes basic education and ESL, and where required as a prerequisite for employment, education leading to a GED or high school equivalency diploma in any educational program approved by the Alabama Department of Education.

h. Satisfactory School Attendance for Individuals with No High School Diploma or Certificate of High School Equivalency: Individuals in this activity must be attending an educational facility with the goal of achieving a high school diploma or certificate of high school equivalency. In addition, the student must be considered a "student in good standing". The student must have regular attendance and the activity must be considered feasible for the student.

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i. Subsidized Public or Private Sector Employment: This is paid employment funded with TANF or other public dollars in the public or private sector. In all cases, the employer is reimbursed by DHR or other public programs for the gross wages paid by the employer to the employee. In addition, subsidized public and private sector employment in Alabama may be provided through college work study programs that meet the guidelines.

j. Community Service Employment: This is publicly and/or state funded, wage—paying jobs designed to provide employment for individuals and to address unmet community needs. See i. above.

d. Take such reasonable steps as the State deems necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal Government (section 402(a)(1)(A)(iv) of the Social Security Act)

Pursuant to Code of Alabama Title 38, Section 38—2—6 information/case records of program participants is considered confidential and shall not be subject to public use or inspection. The release and disclosure of information about individuals and families receiving assistance through the Family Assistance Program is limited in scope by the purpose/program for which it is released/disclosed. Such release/disclosure is only permissible as follows:

— in connection with programs operated under Title I — Aid to the Aged; Title IV—A — Aid to

Families with Dependent Children (AFDC); Title IV—A — Block grants to States for Temporary Assistance for Needy Families; Title IV—B — Child Welfare Services; Title IV—D — Child Support and Establishment of Paternity; — Title IV—E — Foster Care (FCMP) and Adoption Assistance; Title X — Aid to the Blind; Title XIV — Aid to the Permanently and Totally Disabled; Title XVI — Aid to the Aged, Blind and Disabled; Title XVI — Supplemental Security Income (SSI); Title XIX — Medicaid; or Title XX — Block Grants.

— in connection with services provided by other entities integral to and consistent with the administration of public assistance pursuant to state laws under written agreements with the Department of Human Resources.

— in connection with the administration of other federal or federally assisted programs providing assistance in cash, in—kind, or services, directly to individuals on the basis of need.

— at the request of state, local or federal law enforcement authorities searching for fugitive felons or individuals violating a condition of probation or parole imposed under federal or state law (current address only).

— in connection with a public audit.

— in connection with the investigation of problems related to misuse of funds issued by the Department of Human Resources.

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— at the request of the client under certain limited conditions as specified in department program manuals.

— in connection with the investigation of program fraud under certain conditions as specified in department program manuals. — at the request of grand juries.

e. Establish goals and take action to prevent and reduce out-of-wedlock pregnancies, with special emphasis on teenage pregnancies (section 402(a)(1)(A)(v) of the Social Security Act)

The Department of Human Resources partners with the Children's Trust Fund of Alabama to competitively award grants to community and faith—based organizations for fatherhood programs across the state. These programs offer a myriad of services to all non—custodial parents, including parenting classes, with the overarching goal to strengthen families, to enhance child support collection and to address the multi—faceted needs of children growing up without the involvement of one or both parents in their lives.

The Department of Human Resources partners with the Alabama Department of Public Health which serves all women of child bearing age and the Alabama Campaign to Prevent Teen Pregnancy (ACPTP) for pregnancy prevention efforts. The mission of the ACPTP is "Leading Alabama in embracing evidence informed sexual health education as critical to healthy youth development. Five key areas that guide the work of ACPTP are Knowledge, Resources, Skills, Policy and Partnerships. Information about those guiding principles and other information about the work of the Campaign can be found on the ACPTP website at www.acptp.org.

Our goal specifically targeting teen pregnancy is to maintain out of wedlock teen births to at least 5% below the national average as published by the National Center for Health Statistics. In regard to the overall issue of out of wedlock pregnancy prevention, as part of the JOBS Program client assessment the case manager provides discussion and information about the impact of additional children as it pertains to the goals of personal responsibility, parenting and family support. Through these discussions it is our goal to provide individuals with sufficient information and assistance to move families from welfare to work without additional pregnancies during receipt of assistance and until such time as the family is stable. These activities in conjunction with our fatherhood and healthy marriage initiatives provide the foundation for success in this area.

f. Conduct a program designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded to include men (section 402(a)(1)(A)(vi) of the Social Security Act)

STATE LAWS-General

Code of Alabama at Section 13A-6-61 states in part that a person commits the crime of rape in the first degree which is a Class A felony if " He or she, being 16 years or older, engages in sexual intercourse with a member of the opposite sex who is less than 12 years old." Punishment for a conviction for this felony is life, or not more than 99 years or less than 10 years.

Code of Alabama at Section 13A-6-62 states in part a person commits the crime of rape in the second degree which is a Class B felony if " being 16 years old or older, he or she engages in sexual intercourse with a member of the opposite sex less than16 and more than 12 years old; provided the actor is at least two years older than the member of the opposite sex." Punishment for a conviction for this felony is 2-20 years.

ERIN'S LAW

Alabama passed Erin's Law in 2015. That law (and amendments) requires all K-12 public schools and Pre-K when available, establish a child sexual abuse prevention instructional program. The Alabama Department of Human Resources is a member of the Governor's Task Force on Child Sexual Abuse Prevention as well as an active participant in the provision of training for mandatory reporters for this important legislation and activity. Further the Governor issued an Executive Order authorizing county Children's Policy Councils to work in conjunction with local Child Advocacy Centers to develop a child sexual abuse prevention plan. As part of that plan through work with local school systems, development and presentation of an orientation for all middle school and high school students regarding peer to peer sexual abuse crimes was to be provided at the beginning of each school year.

The Department of Human Resources developed pamphlets containing information regarding the legal definitions and consequences of statutory rape. Two pamphlets were developed one targeted at educating males and the other to educate the parents about the consequences of a daughter under the age of 16 involved in a sexual relationship. The development of these pamphlets included review by staff of the Alabama Attorney General's Office, Criminal Division, the Alabama Department of Education and internal review by various Divisions within the Department of Human Resources. We partner with the Alabama Department of Child Abuse and Neglect Prevention to fund Fatherhood Programs across the state. These pamphlets are distributed as part of the educational activities of these programs which are specifically targeted at non—custodial males. TANF funded Fatherhood programs number 21 throughout the state. Additionally, these materials are used in the educational activities of the Alabama Campaign to Prevent Teen Pregnancy. Further, these pamphlets are generally available upon request from other interested entities in Alabama. Staff of the Department of Human Resources distributes the pamphlets as appropriate to individuals applying for or receiving Family Assistance and in other program areas as deemed necessary.

TANF workers are required to report cases of suspected abuse or neglect to the appropriate service staff. This activity specifically includes the circumstances of girls under the age of 16 having sex with males who are at least 16 years old and at least two years older than the female.

g. Implement policies and procedures as necessary to prevent access to assistance provided under the State program funded under this part through any electronic fund transaction in an automated teller machine or point-of-sale device located in a place described in section 408(a)(12), including a plan to ensure that recipients of the assistance have adequate access to their cash assistance (section 402(a)(1)(A)(vii) of the Social Security Act)

Statement of Policy: Use of an Electronic Benefit Transfer (EBT) card to withdraw FA benefits or process a payment for merchandise or a service from an automated teller machine (ATM) or point of

sale (POS) device physically located in liquor, wine or beer stores, casinos or other gambling establishments, strip clubs, tattoo or body piercing facilities or facilities providing psychic services is prohibited. Such use constitutes an unauthorized EBT transaction. Use of any portion of the FA benefits whether in cash or an EBT transaction to purchase alcoholic beverages, tobacco products or lottery tickets is also prohibited. Purchase of any of these items is referred to as unauthorized FA expenditures.

Definitions:

Unauthorized EBT Transaction: Use of an EBT card to withdraw FA benefits or process a payment for the purchase of merchandise/goods or services from an ATM or POS device physically located in a liquor, wine or beer store, gambling establishment, strip club, tattoo or body piercing facility or a facility providing psychic services.

Liquor, wine or beer store: Any retail establishment selling exclusively or primarily alcoholic beverages.

Gambling establishment: A retail establishment offering casino, gambling or gaming activities as the primary purpose of the establishment.

Strip Club: Any retail establishment providing adult—oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment.

Tattoo or body piercing facility: Any retail establishment selling exclusively or primarily tattoo or body piercing services.

Psychic services facility: Any retail establishment selling exclusively or primarily psychic services.

Unauthorized FA expenditures: Use of any portion of the benefits whether in cash or an EBT transaction for the purchase of alcoholic beverages, tobacco products or lottery tickets.

Alcoholic beverages: Any alcoholic, spirituous, vinous, fermented, or other alcoholic beverage or combination of liquors and mixed liquor, a part of which is spirituous, vinous, fermented, or otherwise alcoholic, and all drinkable liquids, preparations or mixtures intended for beverage purposes, which contain one—half of one percent or more alcohol by volume, and shall include liquor, wine and beer.

Tobacco products: Any product that contains tobacco such as cigars, cigarettes, pipe and chewing tobacco and associated paraphernalia.

Lottery ticket: Any ticket purchased for a game of chance operated by a state government such as instant lotteries, general lotteries and lotto.

Practices: Educate clients; investigate reported violations; and impose penalties on FA recipients.

Client Education Clients are educated about the spending restrictions as follows: mandatory discussion of the prohibition by the eligibility worker with all new applicants; public information

materials which state the prohibition to include program summarized eligibility rules, client EBT brochures, automated client notices of case action, the program applicant/recipient affirmation and agreement statement which requires client certification of understanding and agreement to adhere to the prohibition in writing. The prohibition language is posted on the Department website and the EBT client portal. Further recipient grantee relatives must acknowledge in writing understanding of the rule as part of the Family Responsibility Plan (FRP) under the JOBS Program as discussed in section (c) above.

Automated Prevention Actions-Alabama's EBT vendor blocks ATMs in the specified prohibited locales. The vendor also blocks prohibited transactions using merchant category codes.

Financial Penalties (1) For the first instance of non—compliance, the assistance unit will be disqualified from receiving benefits for a one—month period. (2) For the second instance of non—compliance, the assistance unit will be disqualified from receiving benefits for a three—month period. (3) For the third instance of non—compliance, the assistance unit may continue to receive benefits if otherwise eligible, but the grantee relative is permanently disqualified from receiving benefits as a grantee relative, and, if included in the assistance unit is permanently disqualified to be a member of the assistance unit. Payment to the assistance unit will be made to another relative living in the home or other protective payee pursuant to Department operating guidelines. The disqualified grantee relative may continue to receive benefits for other eligible assistance unit members for a temporary period while appointment of another grantee relative is being processed. (4) In addition to penalties in (1) — (3) above, the recipient must reimburse the Department as follows: For unauthorized EBT transactions, the amount withdrawn and/or used; for unauthorized FA expenditures, the amount of the purchase. Reimbursement in the full amount must be made before the assistance unit can again receive benefits following a period of disqualification as described in (1) and (2) above or before another relative living in the home or a protective payee can be approved to receive as described in (3) above.

h. Ensure that recipients of assistance provided under the State program funded under this part have the ability to use or withdraw assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance, and that such information is made publicly available (section 402(a)(1)(A)(viii) of the Social Security Act)

Benefit Access and Fee Information Benefit Access—Recipients can access FA benefits at any ATM or POS device at any location with such a device other than the prohibited locations. EBT cards are not accepted in state owned liquor stores known as Alcoholic Beverage Control (ABC) stores. To ameliorate an identified situation of unauthorized EBT transactions, the client will be referred to the Client Help Desk provided by our Contractor who is required to provide Customer Service, toll free via a 1—800 number for benefit access information as well as other account information. As part of the delivery of Customer Service, our Contractor is required to provide information 24/7 about POS/ATM site locations where benefits can be accessed. The Contractor must provide general information to clients regarding stores and ATMs. In order to do this the Contractor maintains a database and tracks retailers providing cash back and ATMs that accept the Alabama EBT cards. The Contractor must ensure that no cash client travel any further than 15 miles

to any cash access location (either retailer or ATM). Further, if the Contractor is informed of the fact that there is no location within 15 miles or less to provide cash services they will make an effort with assistance from the Department to look into the businesses that are in the area and see if a location is willing to provide the service. If there are no businesses that can or will do so, then the Contractor would inform the Department of why and provide the closest business that will. According to information from the Department EBT Office, to date there has not been an instance where the "15 miles or less" rule could not be met.

Information about benefit access, lost and stolen cards, customer service, pin numbers, etc. is explained to clients during the application interview and is provided in EBT client materials and on the EBT client website. Other Department materials contain customer service contact information.

Fee Information—The first two cash ATM withdrawals in a month are free. Any subsequent ATM withdrawals in the same month incur a fifty cents ($.50) fee. Recipients can receive cash back when using their EBT cards for purchases and incur no transaction fee. Information regarding fees is provided in EBT client materials and on the EBT client website.

i. Indicate whether it intends to treat families moving from another State differently from other families under the program, and if so how (section 402(a)(1)(B)(i) of the Social Security Act)

Families moving into the State from another State will be treated the same as other families under the program. Therefore, the policies and procedures of the Family Assistance Program applicable in a county will be applied uniformly to all residents of the State (County) whether current or new.

j. Indicate whether it intends to provide assistance to non-citizens, and if so include an overview of the assistance (section 402(a)(1)(B)(ii) of the Social Security Act)

Citizens and qualified non—citizens are eligible to the extent permitted under federal law, Title IV of Public Law 104—193, as amended. Recipients must be citizens, qualified aliens who entered the United States before August 22, 1996, qualified aliens who entered the United States on or after August 22, 1996 who are excepted from the 5—year bar or aliens who entered the United States on or after August 22, 1996 and have been in "qualified alien" status for at least 5 years. Victims of severe forms of trafficking are eligible for federally—funded TANF benefits to the same extent as refugees. Aliens who (or whose child or parent) have been battered or subjected to extreme cruelty in the U.S. are eligible under certain circumstances consistent with Federal law as specified in program operating manuals.

k. Set forth objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how it will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process (section 402(a)(1)(B)(iii) of the Social Security Act)

Delivery of benefits is dependent on the component program of the FA Program and includes delivery by Electronic Benefit Transfer (EBT), by vendor payment, cash payments or provision of services.

Eligibility rules of the Department of Human Resources will be uniformly applied in all cases in a county. The determination of need and amount of assistance for all applicants and recipients will be made on an objective and equitable basis and all types of income and potential income will be taken into consideration in the same way except where otherwise specifically authorized by State or Federal law or the Administrative Code of the Department of Human Resources or as stated in program operating guidelines issued by the State Department of Human Resources, Family Assistance Division. The State will adhere to prohibitions and requirements of Section 408 of Part A of Title IV of the Social Security Act. Pursuant to subparagraph (B) of Section 408(a)(10) Good cause exceptions to subparagraph (A) of Section 408(a)(10) include absence due to medical reasons, school attendance, visits, conducting business, participating in Job Corps or vocational training.

1. Financial Responsibility for Program Benefits

For assistance subject to time limits, financial responsibility for needy children includes parents and stepparents in the home and alleged fathers living in the home with their child and the child's mother. Income of all members of the assistance unit will be considered in determining eligibility of the assistance unit for benefits and amount of payment.

Income of parents and stepparents ineligible due to alien status, disqualification for fraud or spending restrictions violations, exclusion as a parole violator, or for a conviction of a felony or for fraudulently misrepresenting residence will also be used to determine eligibility if appropriate and applicable according to department operating manuals or other instructions. Earned income from new employment may be disregarded for the first twelve months wages are received if timely and accurately reported and the individual is otherwise eligible for the disregard pursuant to Family Assistance Program guidelines.

2. Summarized Eligibility Rules

In order to be eligible families must:

— meet component specific conditions including the following if applicable

— be U.S. citizens (or meet alienage requirements in Title IV of P.L. 104—193 and/or be a legal immigrant residing in the U.S. prior to August 22, 1996).

— be residents of Alabama.

— be in need by agency financial standards. See Attachment E.

— cooperate in self—sufficiency requirements including work and child support

enforcement activities unless deferred from work requirements or unless good

cause exists not to cooperate with child support if applicable.

— provide or apply for a SSN for each member of the assistance unit

— not be on strike (applicable to cash component only)

— complete applicant job search

— cooperate with drug screening activities

3. Medical Services

Federal law prohibits the use of federal funds to provide medical services and states that the term "medical services" does not include pre—pregnancy family planning services.

In addition to pre—pregnancy family planning services for purposes of federal expenditures, the following activities/services that are consistent with a TANF purpose and related to employment and/or work participation activities for cash assistance recipients or required as a condition of eligibility for cash assistance are not considered medical services:

— pre—employment physical examination by a health professional that does not include treatment.

— payment to a health professional for completion of Department forms. (Used for eligibility determinations related to time limits which constitutes an administrative cost and for work activities).

— payment to a health professional or entity for administration of a pre—employment drug test or TB test or for administration of a drug test as a condition of eligibility for cash assistance.

— assessment, testing or other determinations of modification by a health professional needed for reasonable accommodation related to a participant's incapacity/disability. Excludes treatment.

— dental services (cosmetic, extractions, filings, etc.) needed to eliminate a barrier to participation or employment. The service may not be of a surgical or other medical nature.

The Family Assistance Program will provide cash assistance pursuant to 45 CFR 260.31 on a time limited basis (time limit is 5 years) consistent with provisions in section 408, Part A, Title IV of the Social Security Act (and supportive services to enable families to become self-sufficient) to eligible families. In order to receive past 60 months the grantee or spouse of the grantee must have a circumstance/situation which creates a barrier to self sufficiency known as a hardship and s/he must be cooperating with child support and complying with JOBS as appropriate. See Attachment F below.

Attachment F

CRITERIA FOR EXCEPTION TO TIME LIMITS

In order to receive past 60 months the grantee or spouse of the grantee must have a circumstance/situation which creates a barrier to self sufficiency known as a hardship and s/he must be cooperating with Child Support and complying with JOBS as appropriate. To be eligible both criteria in A & B must be met and continue to be met in each month after 60.

A. Hardships

The grantee or spouse of the grantee must meet one of the following circumstances and must not be employed. If a hardship is established but the individual becomes employed or employable (as determined by the JOBS worker) eligibility is lost.

A hardship may exist when the grantee or spouse of the grantee:

1. Is a person whose presence is required on a substantially continuous basis due to the illness or incapacity of the spouse, child, mother-in-law, father-in-law or of an individual to whom the relationship of the caregiver is within certain degrees of relationship and no other person is available to provide the needed care.

2. Has an illness or injury which has lasted or is expected to last at least 30 days and which is serious enough to temporarily prevent employment (or training with the hope of employment) when determined on the basis of medical evidence from the attending physician/clinic. This includes pregnancy when it has been determined by medical evidence that working or participation in training would be detrimental to the woman or the unborn child.

3. Is incapacitated with a physical or mental impairment determined by a physician or a licensed or certified psychologist which prevents or substantially reduces the individual's ability to work.

4. Is fleeing current domestic violence or abuse because s/he recently has been battered or subjected to extreme cruelty as verified by certain documentary evidence specified in program manuals.

5. Is participating in drug, alcohol or mental health counseling as verified through the sources of the counseling to the extent participation in program work requirements is precluded.

6. Is age 60 or older.

7. Has a personal barrier of such significance as to preclude training and/or employment and is engaged in an activity to overcome the barrier.

8. Lives in a Food Assistance ABAWD waiver county and has not been disqualified due to noncompliance with JOBS since December, 1996.

B. Program Compliance Criteria

The grantee and/or the spouse of the grantee must cooperate with Child Support and comply with JOBS in each month past 60. Failure to meet this criteria results in (1) permanent loss of program eligibility for the grantee and spouse of the grantee regardless of family circumstances and (2) recovery of all benefits received past month 60.

CHILD SUPPORT ENFORCEMENT PROGRAM

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Individuals receiving assistance are required to cooperate in child support enforcement activities unless good cause as defined in department program manuals exists not to do so. See Attachment D below. The penalties for failure to cooperate are as follows:

Applicants:

Upon overt refusal of the grantee relative or other member(s) of the assistance unit required to cooperate with child support enforcement, the application will be denied and entitlement to benefits for the month of application through the month of application disposition is lost even if reapplication is made in the month of the original application disposition.

Recipients:

For the first three months of non-cooperation (consecutive or not) the grant amount is reduced by 50% of the payment standard for the assistance unit size. For months of non-cooperation in excess of three months, the assistance unit is disqualified for a one-month period for the first disqualification. For a month of non-cooperation following the first disqualification, the assistance unit is immediately disqualified for a six-month period. For a month of non-cooperation following the second and subsequent disqualifications, the assistance unit is immediately disqualified for a twelve-month period. Attachment D

GOOD CAUSE FOR NONCOOPERATION IN CHILD SUPPORT ACTIVITIES

An applicant/recipient for assistance under the Family Assistance Program must cooperate with the agency in child support enforcement activities unless it is determined that cooperation in such activities is not in the child's best interest. Circumstances under which cooperation may not be in the child's best interest include:

1. Physical or emotional harm of a serious nature is reasonably expected to occur to the child or to the parent or relative with whom the child is living.

2. The child was conceived as a result of incest or forcible rape.

3. Legal proceedings for adoption of the child are pending before a court of competent jurisdiction.

4. The applicant/recipient is currently being assisted by a public or licensed private social agency to resolve the issue of whether to keep the child or relinquish for adoption and the discussions have not gone on for more than three months.

DRUG SCREENING

Certain individuals applying for and/or receiving assistance must cooperate in activities needed to determine if reasonable suspicion exists that the individual uses or is under the influence of a drug and by taking a drug screening if reasonable suspicions exists. This provision is applicable to individuals applying for cash assistance on or after October 1, 2015 and to individuals awarded as a result of such application. The penalties for failure/refusal to cooperate are as follows:

Applicants:

Failure/refusal of an applicant to cooperate results in denial of the application for the assistance unit and loss of benefits for that application period, i.e., month of application through the month of disposition of the application. Failure/refusal of an applicant being added back to an open case results in denial of the application for the individual for that application period and case closure.

Recipients:

Failure/refusal of a recipient to cooperate results in case closure.

The penalties for a positive screening result without a valid prescription for the identified drug are as follows:

- For the first positive drug screening, a warning shall be issued that subsequent positive tests will result in loss of benefits and that other random drug screenings will be required.

- For the second positive drug screening, the adult will be ineligible for benefits for one year.

- For the third positive drug screening, the adult will be permanently ineligible to receive assistance and payment to the otherwise eligible assistance unit will be made to another relative living in the home or other protective payee pursuant to Department operating guidelines. The ineligible grantee relative may continue to receive benefits for other eligible assistance unit members for a temporary period while appointment of another grantee relative/protective payee is being processed.

Client Opportunity for Review of Action Taken

Procedures for client review of case action taken provide for three options for review (1) a conference with the County Department of Human Resources, (2) a State Department of Human Resources case record review and (3) a fair hearing conducted by the State Department of Human Resources. A request for options 2 and 3 must be in writing and submitted to either the County or State Department. Information about these opportunities as well as instructions regarding how to request and where to send the request is provided to clients as general information on all automated system notices generated and mailed to clients at award, termination or change in circumstances. If a system notice is not sufficient to explain case action a manually prepared case action form is completed and mailed which also contains the general information in regard to a review of case action described above. The summarized eligibility requirements pamphlet for the Family Assistance Program contains similar language and is required to be given and explained to all applicants and as needed to recipients during the interview process. Rules of review for special projects may vary dependent on the project and would be included in informational materials as appropriate.

Applications will be acted on in a timely manner. Department rules provide that not more than 30 days shall elapse between the date of application and the date the first benefits are made available or the notice of denial is mailed. The number of applications that exceed such standard is kept to a minimum. The standard of promptness is monitored and reported to County Directors of Human Resources monthly.

Applicants and recipients are notified in writing of actions taken in their case.

PAYMENT ACCURACY AND PROGRAM INTEGRITY

The program is supported by an automated system known as the Family Assistance Certification, Employment and Training System (FACETS) operational in all counties of the State. An Income and Eligibility Verification System (IEVS) as required by Section 1137 of the Social Security Act for persons receiving assistance is operational in all counties of the State.

Methods are in place to ensure payment accuracy to eligible families which includes mandatory case record reviews by county office supervisory staff with a re-review of a sample of those records by state office field supervisors. Identified deficiencies require corrective action. State statistics about payment accuracy are published to the Directors, County Departments of Human Resources monthly. Payment accuracy is a component of County Director evaluations. The state is subject to Federal and State Audits.

Program operating guidelines contain provisions to strengthen and maintain program integrity from fraud prevention actions to recovery of erroneously paid benefits. Benefit recovery activities are supported through the Comprehensive Claims System (CCS) which interfaces with the program certification system, FACETS. As part of our Fraud Control Program individuals found guilty of committing an intentional program violation by a court of competent jurisdiction in Alabama will be disqualified from participation in the cash assistance component of the Family Assistance Program as follows: for a period of 6 months upon the first occasion of any such offense; or a period of 12 months upon the second occasion of any such offense and permanently upon the third or subsequent occasion of such offense. This disqualification penalty relates to an applicant or recipient of FA who is found on the basis of a plea of guilty or nolo contendere or otherwise to have intentionally made a false or misleading statement or misrepresented , concealed or withheld facts or committed any act intended to mislead , misrepresent, conceal or withhold facts or profound falsity for the purpose of establishing or maintaining eligibility or increasing the amount of the grant. This penalty is in addition to our adherence to the statutory prohibitions and requirements of Title IV-A, Social Security Act,Section 408 as stated earlier in this section.

CIVIL RIGHTS COMPLIANCE

The Family Assistance Program, like all programs and services of the Department of Human Resources, is administered in full compliance with Title VI of the Federal Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and all other Federal and State civil rights laws.

Language assistance so as to ensure meaningful access to all Department programs, services and benefits is provided to individuals needing such services consistent with the Department’s Language Assistance Plan first issued on August 24, 2005 and revised January 2012.

Reasonable accommodations are provided to enable full use of existing programs and services to those individuals who tell us (or for whom we determine) they have a physical, mental or learning disability that limits a major life activity. Client case action notices provide information about the availability of reasonable accommodations. Departmental program operating manuals for the TANF

Program contain guidelines for county staff in this regard as well as information about language assistance.

SCREENING AND IDENTIFICATION OF DOMESTIC VIOLENCE

Procedures are in place through the statewide Special Assessment, Intervention and Liaison Project (SAIL) for eligibility workers to routinely screen and identify domestic violence for individuals applying for or receiving cash assistance. JOBS case managers include questions on domestic violence as part of the JOBS assessment as well. For those identified as victims of domestic violence, referrals are made to the Alabama Coalition Against Domestic Violence for a variety of services including development of a safety plan, information and referral, supportive services, counseling and case management, etc. Certain program rules are waived for those individuals identified as in imminent danger and include child support enforcement activities, time limits and work participation requirements (although the client may volunteer to participate).

PUBLIC INVOLVEMENT

Pursuant to Title IV-A, Section 402, Alabama's TANF State Plan is published and maintained on the Department of Human Resources website. Written comments on this plan were solicited and a period of 45 days was provided for such comments. Further Alabama law at Section 41, Chapter 22 Administrative Procedure, provides for the promulgation of program rules on requirements to receive assistance. Two of the stated purposes of that Act are to increase public access to governmental information as well as to increase public participation in the formulation of administrative rules. The law requires publication of the referenced program rules for public comment in the Alabama Administrative Monthly for a period of 35 to 90 days. This rule affords all interested parties reasonable opportunity to submit data, or arguments, orally or in writing. The publication of the plan on the website and the proposed program rules process provide for input from other state agencies, public and private organizations, the general public and other pertinent entities during development and implementation.

FINANCIAL CRITERIA - Attachment E

1. Cash Assistance

A. Monthly Maximum Payment Standards

STANDARDS FOR FAMILY ASSISTANCE PROGRAM

Assistance Unit Size Payment Standard

1 $165

2 $190

3 $215

4 $245

5 $275

6 $305

7 $335

8 $365

9 $395

10 $425

11 $455

12 $485

13 $515

14 $545

15 $575

16 $605

B. Resource Standards

Not applicable effective October 1, 2009.

C. Work Program Supportive Services (Former Recipients and Needy Applicants)

Family's gross income is less than 200% of the HHS federal poverty guidelines by family size.

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Attachment E cont'd.

2. TANF Emergency Assistance (Formerly EA)

Annual family income is lower than two times the state's estimated median income level for a family of three,i.e $57,376 (1990).

3. TANF Direct Child Welfare Assistance

Child's or family's gross income is equal to or less than 200% of the HHS poverty guidelines by family size.

4. Special Projects

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Eligible Families: Child's, individual's (including pregnant women), or family's gross income can be up to 300% of the HHS poverty guidelines by family size. Additionally, the family's receipt of other means tested benefits/services is sufficient to convey categorical financial eligibility as well as receipt of benefits/services from an entity (organization, state agency, etc.) or program whose client population is largely low income.

l. Indicate whether the State intends to assist individuals to train for, seek, and maintain employment (Section 402(a)(1)(B)(v) of the Social Security Act)—
1. providing direct care in a long-term care facility (as such terms are defined under section 1397j of this title); or
2. in other occupations related to elder care, high-demand occupations, or occupations expected to experience labor shortages as, determined appropriate by the State for which the State identifies an unmet need for service personnel, and, if so, shall include an overview of such assistance.

The State does not intend to fund a special initiative for training/employment of individuals providing direct care in a long—term facility or in other occupations providing eldercare. However, on a case—by—case basis TANF cash assistance recipients can receive assistance/services while pursuing training/employment to provide such eldercare as part of their IJP and FRP as discussed in section (c) above as well as certain TANF eligibles as part of our Career Pathways Initiative in partnership with the Alabama Community College System, Adult Education Program. Assistance/services in this regard include payment for short term skills based training to obtain classification/credentials as a Certified Nursing Assistant (CNA), supplies, uniforms, equipment, etc. as well as services/training leading to a work ready credential in an occupation that is in high demand.

m. Provide for all MOE-funded services the following information: the name of the program benefit or service, and the financial eligibility criteria that families must meet in order to receive that benefit or service. In addition, for TANF MOE-funded services (co-mingled or segregated MOE) describe the program benefit provided to eligible families (SSP services do not have to include a description but the Department of Health and Human Servicecs encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7)

Special Projects: 1. Eligible Families: Non-assistance expenditures for services including information and referral to needy parents/families such as short-term non-recurrent benefits as discussed in 45 CFR 260.31, day care, subsidized employment, transportation and work and training services, statewide food distribution network activities and pro-family activities expected to prevent and reduce the incidence of out of wedlock births as well as encourage the formation and maintenance of healthy two parent families including after school activities for teens, fatherhood and healthy marriage initiatives, mentoring and literacy programs and domestic violence/drug abuse/prevention/education programs. See Attachment E. in section (k) for financial criteria for these projects. Additional non-financial criteria, if any, are dependent on the project plan. Funding Source (s): Commingled State and Federal funds; Federal funds dependent on the project; State MOE.

2. Pro-Family Activities for Other Than Eligible Families: Non-assistance in the form of non-federal cash and in kind qualified expenditures by third parties for individuals and families pursuant to 45 CFR 263.2(a) (4) (ii). Program specifics including non-financial eligibility criteria, if any, are contained in written agreements/contracts between the Department of Human Resources and the third party and in project plans as applicable. These benefits and services are provided without regard to financial need or family composition. Funding Source: State MOE.

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C. Jobs for Veterans' State Grants

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to states and U.S. territories (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported quarterly (using four "rolling quarters") on a Program Year basis using automated reports prepared from the Alabama Job Link (AJL) data system and the ETA-9173 reports from the U.S. Department of Labor. Currently, VETS JVSG operates on a five-year (FY 2020-2024), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

A. Projected Employment Outlook for Veterans

Alabama's unemployment rate is 3.1 percent. The unemployment rate for Veterans is 3.9 percent, or approximately 8,000 Veterans looking for work. Forty percent of unemployed Veterans are over age 55. The unemployment rate for Post 9/11 Veterans is 3.8 percent, but for the 45 percent of Post 9/11 Veterans who served in Iraq or/and Afghanistan the unemployment rate is higher at 5.7 percent. Currently in Alabama there are more than 300 aerospace and defense companies with more than 61,000 employees and more than $8 billion in defense contracts. Alabama continues to benefit from strong foreign investment, driven in part by significant economic incentives, including workforce job-driven training provided through the Workforce Innovation and Opportunity Act (WIOA) Program, and Alabama Industrial Development and Training (AIDT), an independent agency under oversight by the Alabama Secretary of Commerce, which encourages manufacturers to establish operations in Alabama where they can grow and do what they do best – make products ranging from automobiles and engines to chemicals and carbon fibers, from water heaters and work gloves to vitamins and food products.

Current economic expansion in Alabama is not limited to a single industry or geographic location. Veterans in Alabama will continue to be advantaged by emerging jobs from major expansions. In the automotive sector, Hyundai has a $388 million technology upgrade in process at its Montgomery facility, and Mazda Toyota is locating a $1.6 billion manufacturing plant in Huntsville. A large auto supplier network has also sprung up in Alabama, such as South Korean international automotive supplier Daechang Seat Co., Ltd. USA. They are investing in a $9 million facility that is forecast to bring 100 jobs to Phenix City in the Spring of 2020. In Andalusia, Shaw Industries, a company which employs 1,000 in creating fibers used in carpet, is moving forward on a $250 million expansion which is set to be completed in 2020. In Mobile, French-owned Airbus employs 1,000 at its $600 million facility, producing 40 to 50 aircraft annually. They are in the process of adding a 2nd final assembly line and have launched 2 new hiring programs designed to train and employ those

with little-to-no aviation experience. Also, in Mobile, the Australian shipbuilder Austal Ltd. expanded its workforce by 3,500 to build Littoral Combat Ships for the U.S. Navy, thus far having 12 ships either recently completed or still in production, with new contracts for at least 5 more. The Mobile area has also been bolstered by 2 significant additions: a $135 million, 2.6 million square feet Wal-Mart distribution center which employs 750 with an average starting wage of $16.50 per hour; and a new 362,000 square feet Amazon distribution center which employs 1,500 and offers a starting wage of $15.00 per hour.

To promote the hiring and retention of eligible Veterans and other Eligible Persons:

1. Alabama will continue with plans under the Accelerate Alabama initiative that will include the services provided by Alabama Career Centers affiliated with the American Job Center network to include Veterans and Eligible Persons with resources and emphasis for technical training and higher education.
2. Increase business services outreach to Federal defense contractors and subcontractors, such as Austal Ltd. of Mobile for work on the Navy's Littoral Combat Ship; Northrop Grumman of Huntsville for research and development services in support of integrated missile defense; Boeing Corporation for work on Army helicopters; L-3 Coleman Aerospace of Huntsville from the Missile Defense Agency.
3. Expand the WIOA OJT and AIDT training and job opportunities listing on the Alabama's automated data system to increase priority referral of Veterans and Eligible Persons to jobs and job training.
4. Increase employer outreach in the automotive and aviation manufacturing sectors which employ many Recently Separated Veterans and pay the highest average wages of manufacturing industry in Alabama – nearly $75,000.00.
5. Encourage more Veterans to enroll in the State's workforce job-driven training, in trade, manufacturing, and shipbuilding apprenticeship programs offered through the Alabama Industrial Development Training (AIDT) to increase the entered employment rate of Recently Separated Veterans and long-term unemployed, older Veterans.
6. Expand innovative partnerships such as the initiative of the Alabama Career Center in Mobile, American Job Center affiliate that is training Veterans in the welding training and certification program under a joint-venture by AIDT with the ship building industry. Historically, Veterans who complete training are placed in well-paying and stable jobs.

B. <u>Targeting Services to Veterans with Significant Barriers to Employment (SBEs):</u>

Alabama Career Centers in the statewide American Job Center (AJC) network will provide comprehensive employment, training, and career placement services to nearly 23,688 Veterans a year through a combination of internet-based job services and personal assistance. Alabama has more than 28,000 residents currently serving in the Armed Forces, and of that nearly 20,000 are in National Guard and Reserve components. The Alabama National Guard alone has a $1.3B economic impact in the state. The Alabama Career Center system in the AJC network operates under the auspices of the Alabama Department of Labor, the state agency responsible for providing employment and related services to Veterans, and is authorized by the Governor to make application for funds to carry out the Jobs for Veterans State Grant (JVSG) Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representative (LVER) program as mandated under Title 38 U.S.C. Chapter 41.

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The state automated data system enables Veterans to use self-services, including registration. This approach enables DVOP specialists to review the registrations and resumes submitted by Veterans on-line and then contact Veterans who appear to need further assistance. Alabama DVOP specialists prioritize their efforts with Veterans who are facing significant barriers to employment (SBEs). The assignment of DVOP specialists at specific Alabama Career Centers in the statewide AJC network is based on a strategy to ensure Veterans with SBEs are priority customers in the Alabama Workforce Development system. Although many Veterans can and will use the internet-based self-registration and various self-service features, Veterans with SBEs are provided individualized services. Veterans who enter the Alabama Workforce Development system at an AJC are served initially by Wagner-Peyser Career Center Specialists. For Veterans who appear to have an SBE (as defined by Veterans Program Letters (VPL) 03-14, VPL 04-14, and VPL 03-19) Career Center Specialists will offer additional services, to include referral to a DVOP who will provide individualized services and case management services:

1. All Veterans enrolled in the Five-track Employment Program administered by the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment (VR&E) Service, covered in a separate agreement with VR&E, determined to be "Job-Ready" by VR&E will be referred by a VR&E Employment Coordinator to the state's Individualized Services Coordinator (ISC), who will refer the Job Ready VR&E client to an appropriate AJC Manager for case management and job placement services.
2. Homeless Veterans, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a)).
3. Veterans lacking a high school diploma or equivalent certificate.
4. A recently-separated service member, as defined in 38 U.S.C. Subsection 4211(6), who at any time in the previous 12 months has been unemployed for 27 or more consecutive weeks.
5. Low-income Veterans, as defined by WIOA Section 3(36)).
6. A Veteran who is an ex-offender, as defined by WIOA Section 169, who either (a) has been subject to any stage of the criminal justice process for committing a status offense of delinquent act, or (b) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts.
7. Veterans ages 18-24 years old transitioning from active military service.
8. A Special Disabled Veteran or Disabled Veteran, as those terms are defined in 38 U.S.C. Subsection 4211(1). Special Disabled and Disabled Veterans are those who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or, were discharged or released from active duty because of a service-connected disability. Veterans in the categories above will be provided a Comprehensive Assessment of Employability, addressing barriers to employment and a written Individual Employment Plan (IEP) outlining the individual's employability planning.
9. Vietnam-era Veterans, as defined in VPL 03-19, are those with any part of active military, naval, or air service during the Vietnam era. 38 U.S.C. 101(29) defines "Vietnam era" to mean the period beginning on February 28, 1961, and ending on May 7, 1975, in the case of a Veteran who served in the Republic of Vietnam during that period; and the period beginning on August 5, 1964, and ending on May 7, 1975, in all other cases.

Locating Priority Group Veterans

Veterans in priority groups will be located in the state automated data system by developing

special reports and search capabilities of the system. Extensive outreach will be conducted to locate Veterans who may benefit from DVOP services, such as outreach to homeless shelters, Community agencies that provide services to homeless individuals, and through participation in special events such as Homeless Veteran Stand Downs or Veterans Courts.

Employment Service Case Management by DVOP Specialists

Standard DVOP case management practices will include:

1. Assisting Veteran-clients in development of job objectives and a resume.
2. Identifying significant barriers to employment.
3. Referring or assisting Veteran-clients to appropriate supportive services.
4. Determining a Veteran-client's economic need.
5. Identifying training or educational goals.
6. Documenting contact with employers on behalf of individual clients.
7. Maintaining current contact information.
8. Documenting job referrals.

DVOP specialists will use the state automated data system case management feature to load cases into "My Cases" portfolio. Case management review of the caseload for every DVOP specialist under the state automated data system "My Cases" feature will be conducted by Employment Service Managers on a monthly basis to ensure adherence to required practices and privacy concerns. Employment Service Managers will also review the "My Cases" portfolio of their DVOP specialists to identify effective performances (best practices and success stories) and shortcomings in services needing correction. DVOPs will use reports provided from the state automated data system to outreach and contact Recently Separated Veterans, ages 18 to 24, and Veterans receiving ex-service member Unemployment Benefits (UCX) for the purpose of offering job placement or job training services. Veterans responding to this outreach will be provided assessment services to determine their readiness to apply for employment opportunities in there are of choice with their current skills. Assessment will include evaluating the additional skills needed for employment with employers having those jobs. This approach provides Veterans with customer choice as to specific occupations for which to begin training. Veterans are also acquainted with the AJC resources that are available to pursue job-driven training in emerging industries, such as fast-growing jobs in Green industries.

Measuring Performance Outcomes

For comparison of performance to negotiated outcomes, state Individual Service Coordinators (ISC) will use automated reports prepared from the state automated system and the ETA-9173 reports from the U.S. Department of Labor. Additionally, AJC Managers will submit a Manager Quarterly Report on Services to Veterans in the format approved by the U.S. Department of Labor, Veterans Employment and Training Service. AJC Managers will also provide an assessment as to whether individualized services provided by DVOP specialists assigned to them are being correctly documented and effective.

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C. Planned Deployment of Grant-Funded Staff

JVSG funds allocated to Alabama will support 21 Full-Time Equivalent (FTE) DVOP positions, 12 FTE LVER positions, and 3 Consolidated DVOP/LVER positions. All LVER, DVOP and Consolidated positions are state merit system employees. LVERs, DVOPs and Consolidated positions will be assigned to Alabama Career Centers in the AJC network to ensure maximum effectiveness and complete integration of grant activities and services on behalf of Veterans. As described in Title 38 U.S.C. Chapter 41, LVERs and DVOPs have distinctly different roles and responsibilities in support of Priority of Service to Veterans and Eligible Persons in service delivery programs carried out by the AJCs.

The activities and functions of LVERs and DVOPs funded under the grant will be carried out in strict adherence to the Wagner-Peyser Act, as amended; the Workforce Innovation Opportunity Act, as amended; and Title 38 U.S.C., Chapters 41 and 42, as amended by the Jobs for Veterans Act (Public Law 107-288), and will be subject to the provisions of the grant and supplementary operating requirements that may be promulgated through Veterans Program Letters (VPLs), and related guidance from Veterans Employment and Training Service. All LVER and DVOP specialists as required by the Jobs for Veterans Act, as amended, will attend training at the National Veterans Training Institute (NVTI) within 18 months of their hire date. Applications for NVTI mandated training will be submitted by the AJC Manager to the State Director, Veterans Employment and Training Service (DVET), or designated NVTI coordinator, within one month of hire date. LVER and DVOP assignments are made in consultation with the DVET.

DVOPs are to be located in proximity to community organizations and other entities serving Veterans with significant barriers to employment, and where DVOP outreach is effective at locating Veterans with SBEs and other Eligible Persons in need of individualized services and case management, as prescribed in VPLs 03-14, 04-14, and 03-19, such as locations within the U.S. Department of Veterans Affairs that provide medical and benefits services, other U.S. Department of Labor grant recipients offering services to homeless Veterans and Veterans who have been justice involved, with an emphasis on extending outreach to Veterans and Eligible Persons who are educationally and economically disadvantaged. DVOPs assigned to work for Managers of Alabama Career Centers in the AJC network will accept only Veteran-clients referred by Career Center Representatives and determined to have an SBE, as per the definition

D. DVOP Specialists

DVOP duties will be assigned in accordance with 38 U.S.C. Subsection 4103A, as amended by the Jobs for Veterans Act (Public Law 107-288). DVOPs are Employment Service (ES) staff, with principle duties to carry out individualized services to meet the employment needs of eligible Veterans, and the following priority in the provision of services:
(a) Special disabled Veterans (b) Other disabled Veterans. (c) Other eligible Veterans

determined as priority, considering applicable rates of unemployment and the employment emphasis for covered Veterans under federal contracts. DVOPs service only Veterans with SBEs as defined by VPLs 03-14, 04-14, and 03-19.
Veterans using self-service to register on the internet-based Alabama Job Link will be Identified from reports prepared for AJC Managers to determine if the Veterans may have an SBE and could benefit from DVOP follow-up and individualized services.
Alabama DVOP Role and Responsibilities Listed by Task and Activities:

Individualized Services

1. DVOPs will facilitate individualized services under a strategy of case management to Veterans with special employment and training needs due to an SBE, as defined by VPLs 03-14, 04-14, and 03-19. These services may include any combination of services listed below, but at a minimum, a comprehensive assessment of employability and a written individualized employment plan are required in a program of case management. All services are to be documented including assessments, career supportive services, referrals to job training, and referral of "Job Ready" clients to Career Center Business Service Representatives (BSRs) or LVERs.
2. DVOPs prioritize services to Veterans with SBEs who are economically or educationally disadvantaged; Veterans enrolled as clients of Vocational Rehabilitation administered by the U.S. Department of Veterans Affairs, Veterans who are homeless; and other Veterans identified as need individualized assistance and case management as determined by the Assistant Secretary for Veterans Employment and Training Services.
3. DVOPs provide case management to Veterans with significant obstacles and challenges to employment.

Outreach

DVOPs will conduct outreach activities or provide services at alternative service locations to locate candidates who could benefit from individualized services and market these services to potential client in programs and places such as Vocational Rehabilitation and Employment (VR&E), Homeless Veterans Reintegration Project (HVRP), and U.S. Department of Veterans Affairs (VA) hospitals and Vet Centers, with an emphasis on meeting the needs of those who are unable to obtain employment through core services.

Referral to Training

DVOPs will work with homeless shelters, civic and community agencies, WIOA partners in the AJC network, vocational rehabilitation agencies, the AIDT program, and other training providers to locate Veterans in need of individualized employment services. Veterans having SBEs will be referred to DVOPs for individualized services. DVOPs could also be assigned to orientation sessions hosted by the U.S. Department of Veteran Affairs, Vocational Rehabilitation and Employment (VR&E) to assist potential VR&E clients to make good choices in their Chapter 31 occupational and career training.

E. <u>LVER Staff</u>

LVER duties will be assigned in accordance with 38 U.S.C. Subsection 4104, as amended by the Jobs for Veterans Act (Public Law 107-288), the Special Grant provisions of the JVSG, and

VPLs 03-14, 04-14, and 03-19 to exclusively benefit Veterans and other Eligible Persons by promoting the advantages of hiring Veterans to employers, employer associations, and business groups, as well as those duties that facilitate employment, training, and placement services furnished to Veterans through the Career Centers within the AJC network of providers. In Alabama, LVERs are assigned as team members in Business Service Units to: (a) advocate for all eligible Veterans and Eligible Persons served by the AJC with business, Industry, and other community-based organizations by participating in appropriate outreach activities such as job and career fairs, conducting job search workshops with employers, employer summits, coordinating with unions, apprenticeship programs, and business organizations to promote and secure employment and training programs; and (b) facilitate employment, training, and placement services furnished to Veterans through the labor exchange services offered under the Wagner-Peyser Act and the Jobs for Veterans Act, as amended (Ref. 20 CFR part 1010).

The purpose of conducting outreach to employers in the area is to develop relationships, jobs, training, or training opportunities for Veterans and other Eligible Persons. The purpose of conducting seminars and establishing self-directed job search work groups is to ensure a greater number of eligible Veterans and other Eligible Persons have the skills needed to find employment.

Alabama LVER Roles and Responsibilities Listed by Tasks and Activities:

Expanding the Capacity of the Workforce Development System to Assist Veterans

1. LVERs will assist and facilitate in expanding the capacity of other Career Center partners in the AJCs in providing assistance and training to Veterans and Eligible Persons by taking actions to ensure Veterans are provided easier access to the full range of labor exchange services needed to meet their employment and training needs.
2. LVERs will work with other Workforce Development providers to develop their capacity to recognize and respond to these needs. Responsibilities may include the following activities: (a) train other staff and service delivery system partners to enhance their knowledge of Veterans' employment and training issues; (b) promote the participation of Veterans inn employment and training; (c) refer Veterans to training and educational opportunities with Career Center (One-Stop) partners as well as other community providers.
3. LVERs provide technical assistance to community-based organizations for employment and training services to Veterans with SBEs.

Advocate for Veterans with Employers and Educational and Training Providers, Unions, Apprenticeship Programs, and the Business Community to Promote Employment and Training Opportunities for Veterans

AJCs will promote job-driven apprenticeship training to Veterans under the initiatives

offered through unions, apprenticeship in the trades, as well as the Workforce Innovation and Opportunity Act (WIOA) OJT employment and training programs.

1. LVERs will maintain current information on employment and training opportunities.
2. LVERs will plan and participate in job fairs and employer summits to promote Veterans.
3. LVERs will develop and promote apprenticeship and OJT positions for Veterans with SBEs.

Outreach to Employers on Behalf of Veterans

1. LVERs as team members of the Business Service Units will develop employer relations contact plans for Career Centers in the AJC network. They will also assist to identify federal contractors, and recruit jobs for all Veterans from local employers.
2. LVERs will establish, maintain, or facilitate regular contact with employers to develop employment and training openings for all Veterans.
3. LVERs will monitor job listings by federal contractors and encourage the referral of qualified Veterans who may not have been referred to those jobs by the automated notification/referral system.

Monitor, Evaluate, and Advise Management on Services and Training to Veterans

LVERs are administratively responsible to Managers of Employment Services provided by Career Centers within the AJC network, and will assist the Managers in developing quarterly reports regarding compliance with law and regulations in respect to special services and Priority of Service (POS) for eligible Veterans and other Eligible Persons. Consistent with Title 38 U.S.C. and applicable VPLs, quarterly reports will be forwarded by Career Center Managers, through the line of administrative authority, to the Director of Veterans Employment and Training (DVET) regarding compliance with federal law and regulations with respect to special services and POS for eligible Veterans and other Eligible Persons in the provision of employment services and training, as per 20 CFR part 1010.

LVERs will analyze recorded performance data made available to them through the AJC Veterans reports for the Career Center/AJC to which assigned to determine accomplishments or shortcomings towards meeting the state's LVER performance measures for outcomes.

F. <u>Consolidated DVOP/LVER Staff</u>

In order to expand the quality of services provided under Title 38 U.S.C., Chapters 41 and 42 to Alabama Veterans in rural areas of the state, 3 JVSG funded positions have become Consolidated LVER/DVOP specialists. LVER duties will be assigned (on a half-time basis) in accordance with 38 U.S.C. Subsection 4104, as amended by the Jobs for Veterans Act (Public Law 107-288), the Special Grant provisions of the JVSG, and VPLs 03-14, 04-14, and 03-19 to exclusively benefit Veterans and other Eligible Persons by promoting the advantages of hiring Veterans to employers, employer associations, and business groups, as well as those duties that facilitate employment, training, and placement services furnished to Veterans through the Career Centers within the AJC network of providers. DVOP duties will be assigned (on a half-time basis) in accordance with 38 U.S.C. Subsection 4103A, as amended by the Jobs for Veterans Act (Public Law 107-288). In the DVOP role, the duties are to carry out individualized

services to meet the employment needs of eligible Veterans, and the following priority in the provision of services:
(a) Special disabled Veterans (b) Other disabled Veterans. (c) Other eligible Veterans determined as priority, considering applicable rates of unemployment and the employment emphasis for covered Veterans under federal contracts. DVOPs service only Veterans with SBEs as defined by VPLs 03-14, 04-14, and 03-19.

G. ISC Staff

Alabama has 2 Individualized Service Coordinators (ISC) who assist and provide guidance as necessary to Area Managers, Career Center Managers, LVERs, DVOPs, and Career Center Specialists so that procedures or methods are implemented per Federal, State, and Departmental guidelines in a timely and sufficient manner. They also assist in planning and participating in state workforce development training conferences and workshops with topics regarding priority services to Veterans and marketing Veterans to employers.

Monitor and Guide Services to Veterans

1. The ISCs will ensure understanding of and compliance with laws and regulations with respect to special services and Priority of Service (POS) for eligible Veterans and other Eligible Persons.
2. The ISCs will observe and monitor LVERs, DVOPs, and Career Center team members to identify work flow issues and make necessary suggestions for adjustments to Career Center Managers, Area Managers, and Employment Service Supervisors to ensure the primary goals of the Chapter 31 VA Vocational Rehabilitation are met.
3. Monitor LVERs, DVOPs, and Career Center team member's performance, in a timely manner, so that expectations and accurate feedback are provided to the Career Center Managers concerned, to result in acceptable performance outcomes.
4. Encourage and facilitate cooperation among all agencies and programs providing services and assistance to Veterans to promote maximum awareness and availability of benefits among Veterans, particularly Veterans who may need such services or assistance in gaining employment or job training.

H. Program Integration and Leverage Resources

The partnership agreements among all service providers located within the Alabama Career Center in the statewide AJC network and other strategic outstation activities have been Established or modified to include common focus on services to Veterans. LVER and DVOP services and program activities will be under the auspices of the Employment Service Division of the Alabama Department of Labor, the JVSG grantee and operator of the statewide network of American Job Centers, and a primary partner will all agencies in the Alabama Workforce Development system that includes all approved training providers in the Alabama Career Center system.

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LVERs and DVOPs work directly for Employment Service Managers and are tasked to assist Managers in the evaluation as to the degree of utilization of all services and training by Veterans. LVERs will assist in providing training on Priority of Service (POS) to partners in the statewide network. LVERs will be assigned activities to increase public awareness that eligible Veterans and other Eligible Persons have POS, as defined under 20 CFR part 1010, and will assist Managers in the training of POS requirements to all Career Center partners within the AJC network.

All Career Center staff will assist federal agencies to recruit Veterans, particularly disabled Veterans and Veterans described by the Veterans Employment Service for special emphasis under Title 38 U.S.C. Chapter 42 and the grant provisions, and 20 CFR part 1010 (Priority Service for Covered Persons; and special recruitment initiatives of Veterans by individual federal agencies). As provided for under Title 10 U.S.C., the Alabama Career Center system in the AJC network will provide assistance to military service members and eligible spouses in transition to civilian jobs and careers through the Transition Assistance Program (TAP) at several military facilities in Alabama, and will provide individualized services to Veterans participating in vocational rehabilitation, in cooperation with the U.S. Department of Veterans Affairs (US DVA), as provided under Title 38 U.S.C., Chapter 31. Alabama assigned the State Individualized Service Coordinators to work directly with Employment Coordinators at the US DVA Vocational Rehabilitation and Employment (VR&E) Service to coordinate the referral of "Job Ready" Veterans enrolled in vocational rehabilitation service under Chapter 31 of Title 38 U.S.C. to the AJC for assistance in gaining suitable employment consistent with their vocational rehabilitation plans. Policy for the delivery of Priority of Service (POS) by the State, Local Workforce Investment Boards, and the Alabama Career Centers in the AJC network include the following new or existing measures:

1. The first point of contact for Veterans and Eligible Persons seeking services from Alabama's Career Center System in the AJC network is a Wagner-Peyser grant funded representative. Those who access self-services through the internet will complete a universal application that includes features and questions designed to assist staff members in identifying them for POS and training at any point of entry into the Workforce Development system. Additionally, AJC locations will use signage, graphics, and displays to create awareness of the policy that requires Priority of Service for eligible Veterans and eligible spouses.
2. The Governor of Alabama established the Alabama Workforce Council and appointed state leaders in business, industry, education, and government to improve collaboration between educators and employers so that job seekers can identify and participate in job-driven training that fits the skills sets needed for jobs available in business and industry. The grantee is a member of the council, which will be helpful in connecting military skill sets to corresponding job-driven occupational training.

Partnerships and Alliances with Supportive Services

The State of Alabama has made a commitment to provide the best possible services to our

nation's military service members, Veterans and their families (SMVF) by establishing the Alabama Executive Veterans Network (AlaVetNet) Commission through Executive Order 42 signed by the Governor on 10 December 2013, and the Commission's mission was expanded by Executive Order 712 signed by Governor Kay Ivey on 8 November 2017. The Commission is comprised of the following state agencies: Department of Veterans Affairs; Department of Mental Health; Alabama National Guard; Department of Labor; Serve Alabama; Office of the Attorney General; Department of Education; Department of Corrections; Department of Economic and Community Affairs; Department of Post-Secondary Education; Commission on Higher Education; Department of Rehabilitation Services; Department of Public Health; Medicaid Agency; Law Enforcement Agency; Department of Human Resources; Department of Transportation; and Office of the Chief Justice.
The Executive Order requires the AlaVetNet Commission to study and evaluate all services in the state and direct at improving the well-being of SMVF in the areas of education, employment, health, homelessness, and legal assistance. The Commission also includes family services. The six committees functioning under its authority developed a Long Range Plan of Recommendations to assist SMVF in the areas of Behavioral Health, Education, Employment, Homelessness, Legal Assistance, and Family Services. The statewide AJC network is an integral partner in the coordination of all state resources and services to assist SMVF, which to the extent possible, is to be based on using best practices combined with innovation.

Integration of VA VR&E Programs

The VR&E Partnership is fully integrated into the statewide automated network as a required component of the LVER-DVOP grant (VPL 01-09 dated 11 December 2008). DVOP representatives will case manage all active VR&E clients referred from VR&E Counselors, in addition to Veterans with other SBEs. DVOP specialists' primary role with VR&E clients is to assist VR&E Counselors and Veteran-clients to develop career objectives and an effective employment plan. Other Employment Service case management services to be documented include assessment of vocational or training needs, and economic considerations. Employment barriers with regard to the job search are to be described with the detail needed for carrying out successful job referrals or job development with potential employers. Services, job referrals, and contact with specific employers on behalf of clients are to be documented using the automated data system case management screens. VR&E clients will have a services screen entry that identifies the client as "Job Ready", as determined by VA VR&E.

Integration with other VETS Initiatives and Programs

Alabama will continue to conduct training sessions with LVERs, DVOPs, and AJC Managers on development of initiatives that will promote the hiring of returning and transitioning Alabama National Guard members, Reservists, and other Veterans such as participants in Transition Assistance Program (TAP) workshops. The priority group in this effort are returning Alabama National Guard members and Reservists, particularly those on medical hold and awaiting medical discharge. Alabama has a partnership with the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment Division (VA VR&E) to ensure military personnel at Warrior Transition Units are afforded services offered by VETS through the state's JVSG. TAP is conducted by the VETS contractor at the U.S. Army installations at Fort Rucker and Redstone Arsenal.

Integration into Statewide AJC Training

LVERs and DVOPs funded under the JVSG will participate in many outreach, training, and supportive service opportunities that will require continuous professional development of their skills and knowledge of resources that may be available to assist Veterans. For that purpose, Alabama will budget approximately $55,000.00 of the projected allocation to conduct all Alabama Veterans' Training Conferences. The training agendas will be developed in consultation with the Alabama DVET and may include professional training provided by the National Veterans' Training Institute (NVTI), in accordance with VPLs 06-09 and 05-18, or an annual professional training conference to improve LVER-DVOP skills/knowledge, and to foster effective working relationships with Workforce Development partners and agencies in the AJC network. Appropriate NVTI off-site course(s) of instruction and the development of agendas for quarterly Alabama Veterans' Training Conferences will be in consultation with the DVET to ensure all NVTI training and conference agendas will be in keeping with our mission. Requests for NVTI off-site training will be submitted per VPL 05-18 or the latest guidance.

Special Efforts to Homeless Veterans

Many agencies and volunteer groups have formed coalitions which plan several Veterans Stand Down events across the state each year. LVERs will provide homeless Veterans with job development services, and DVOPs will provide individualized services under the case management approach to identify basic needs regarding safety, health, and shelter. Follow up case management services in this effort will include referral to employment and WIOA training providers to identify individual training needs. Assistance is provided to the homeless Veterans on how to find employment opportunities in their specific locality, as well as how to relate their skills and experience into new work in other industries and occupations. Some of the locations where our agency is partnering with coalitions to assist homeless Veterans are as follows:

1. Mobile – Grant funded staff members in the Alabama Career Center in Mobile have developed a partnership with Housing First, A Homeless Coalition. This Coalition, joined by the Mobile AJC, puts together an annual 'Project Homeless Connect' event. During this event the homeless are connected with an extensive list of service providers for needs such as clothing, food, health care, housing, employment or skills training, legal help, haircuts, and identification cards. The grant funded staff members also meet regularly with residents of Eagles Landing, a supportive housing complex for homeless Veterans operated by Volunteers of America. Job search and case management services are provided, as well as resume, job search, and soft skills workshops.
2. North Alabama - the Alabama Career Centers in the AJC network partner with Stand Down Together Huntsville Inc., which is a 501(c)3 Agency that assists homeless and at-risk Veterans in north Alabama to become self-sustaining members of their community.
3. Dothan – the Career Center partners with the South East Alabama Coalition on Homelessness (SEACH) to provide employment services to homeless Veterans.
4. Birmingham – under an agreement with Alethia House, which was awarded a grant by VETS under the Homeless Veterans Reintegration Act (HVRP), DVOPs are assigned to assist homeless Veterans to acquire skills training and employment. In addition, the AJC and JVSG staff are active participants in the annual Metro Birmingham Alabama Veterans Stand Down, sponsored by the Birmingham VA and Disabled American Veterans (DAV) Chapter #4. Our agency joins with the VA Medical Center staff, other federal agencies, Veteran organizations, and community support organizations to provide homeless Veterans and their

families with employment services, basic healthcare, mental health and spiritual counseling, and clothing.

5. Montgomery - under an agreement with Alethia House, which was awarded a grant by VETS under the Homeless Veterans Reintegration Act (HVRP), DVOPs are assigned to assist homeless Veterans to acquire skills training and employment.

I. Priority of Service

In affiliation with the American Job Center (AJC) network, the Alabama Veterans' Services Program within the Alabama Career Center system shall offer comprehensive employment and career placement service to nearly 23,688 Veterans per year, through a combination of self-service internet-based job services and direct assistance at AJCs throughout the state. The state's automated data system, as a point of entry for self-service registration, provides a priority service notification to Veterans and covered persons at https://joblink.alabama.gov/ada/mn_veterans_dsp.cfm . Veterans and persons entitled to priority services and training complete a universal application that includes features and questions designed to assist staff members in identifying them for priority services and training at the point of entry into the Workforce Development system. Veterans who can use the automated data system competently are encouraged to self-register and make maximum use of the automated access to resources. Career Center Specialists and Veterans' Employment Specialists review applications submitted by Veterans and other Eligible Persons who register using self-service for the purpose of assessing the quality of the applications and resumes to ensure they reflect clearly stated job objectives, meaningful information with regards to work history, education and training, and that Veterans resumes represent Veteran job seekers adequately to enable employers to locate qualified Veterans for job openings.

Another action to ensure that Veterans receive priority is the 24-hour email alerts sent to Veterans on any matching work we find in the data system. Priority service is also provided when Veterans, or others eligible for priority, are identified at intake when registering for services at any AJC or other service delivery points. Career Center Specialists will ensure that each Veteran completing a full application will have properly recorded their skills, education, training, job or career interests, work experience, licenses or certifications, employment availability, contact information, and other vital information. Additionally, AJCs will use signage, graphics, and displays to inform Veterans and Covered Persons of priority service (as described under Title 38 U.S.C., Chapter 41 and 20 CFR part 1010) and as applicable to all federally funded employment services and training. Moreover, local Career Center Managers will develop outreach activities to locate Covered Persons under Veterans Priority. Managers or designated representatives will review special reports generated by the state data system for the purpose of identifying Veterans and Covered Persons who may be contacted and made aware of their priority in services and training. Career Center

Managers will develop local service strategies and training goals for Veterans and Covered Persons entitled to Veterans Priority, in consultation with their partner agencies and training providers, to encourage maximum utilization of services and training by Veterans and Covered Persons.

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All Alabama Workforce Development regions have implemented Veterans Priority in the State WIOA and Wagner-Peyser Plan of Service. Disabled Veterans Outreach Program (DVOP) Specialists and Local Veterans Employment Representatives (LVER) shall compliment Priority of Service (POS) provided by the AJC to Veterans and Covered Persons, as mandated under Title 38 U.S.C., Chapter 41, and in accordance with the general and special provisions of the Jobs for Veterans State Grant (JVSG), and applicable regulations, policies, and directive guidance for JVSG from the Assistant Secretary, Veterans Employment and Training (ASVET), including Veterans Program Letters (VPL) addressing DVOP-LVER Roles and Responsibilities. The Alabama strategy leverages improvements in technology to enable Career Center Specialists to locate and review the resumes of Veterans using on-line self-services for the purpose of offering helpful advice or suggestions on presenting their skills and abilities to prospective employers, because the data system is designed to support employers searching for key words, and automatically flags the resumes of Veterans and Covered Persons who are identified as qualified candidates within the parameters entered by the employers. This advantage offers Veterans and Covered Persons a Priority in Service and enables an employer to contact them directly, with or without a referral through a posted job order.

J. Performance Incentive Awards

The intent of the Alabama Veterans Performance Incentive Award Program is to encourage the improvement and modernization of employment, training, and job placement services for Veterans, and recognize eligible employees in the AJC network for excellence in providing such services and training, or for having made demonstrative improvements in service delivery and training for Veterans. The Alabama Veterans Performance Incentive Award program emphasizes fostering and strengthening partnerships that excel in services to Veterans. As per Title 38 U.S.C., part 4112, and the Jobs for Veterans State Grant Special Provisions, states are to set aside one percent of their grant award to provide Veterans Performance Incentive Awards.

Eligibility for the Alabama Veterans Performance Incentive Award

This award is for LVERs, DVOPs, and the State's Workforce Development employees who provide services to Veterans under the Jobs for Veterans State Grant, the Workforce Innovation Opportunity Act (WIOA), and the Wagner-Peyser Act. As defined in the Alabama Labor Administrative Code Subsection 480-2-1-.03, the Secretary of the Alabama Department of Labor is responsible for the awarding of cash awards only to eligible recipients, and for the administration of the awards program pursuant to law and the Special Provisions of the Jobs for Veterans State Grant.

The Alabama Veterans Incentive Award Program as approved for Alabama stipulates that Recipients of Veterans Performance Incentive Awards will be individuals. Therefore, to nominate an entire unit, such as an Alabama Career Center, or a specific unit (such as the Business Service Unit), the nomination must list the individual members and show what contribution was made by each member in the performance or accomplishment being considered for the award. Nominees must be funded from a grant from the U.S. Department of Labor.

Selection of Veterans Performance Incentive Awards

Selection of awardees may involve evaluating both objective and subjective data per VPL 02-07. Nominees must have demonstrated outstanding efforts in providing employment, job and vocational training, job placement, and other employment related services to Veterans or separating military personnel. Services to Veterans having especially significant barriers to employment and job training, such as homeless Veterans and wounded or seriously injured Veterans, will be afforded extra weight in the selection criteria. The nominations may include a combination of performance data; examples of team building or motivation; descriptions of improvements made to Veterans' employment or training programs; and illustrations of positive feedback from job seeking Veterans and business customers. Priority consideration for a Performance Incentive Award will be provided to providers of outreach and services to Veterans with significant barriers to employment (SBE). As required under the Jobs for Veterans State Grant, Alabama Veterans Performance Incentive Awards will be obligated no later than September 30 of the Fiscal Year and expended no later than December 31.

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D. Carl D. Perkins Act

U.S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
State Plan

I. COVER PAGE

A. State Name: Alabama

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Alabama State Board of Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

1. Name: Jennifer J. Burt
2. Official Position Title: Administrator of Standards and Accountability
3. Agency: Alabama State Board of Education
4. Telephone: (334)694-4763 6. Email: jburt@alsde.edu

D. Individual serving as the State Director for Career and Technical Education:

■ **Check here if this individual is the same person identified in Item C above and then proceed to Item E below.**

1. Name: Tommy Glasscock
2. Official Position Title: Assistant State Superintendent for CTE, Workforce Development
3. Agency: Alabama State Board of Education
4. Telephone: (334)694-4907 5. Email: tglasscock@alsde.edu

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

■ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will*

then complete Items G and J

- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years* (C*heck one*):[4]
X State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*

- State Plan Revisions (Please indicate year of *submission:* _____) - *if an eligible agency selects this option, it will then complete Items H and J*

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

- Yes
- No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):[5]

X Yes (*If yes, please indicate year of submission: FY2020-2023)*

- No

I. Governor's Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below):*[6]

Date Governor was sent State Plan for signature:

- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

[4] **Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).**

[5] **Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).**

[6] **Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.**

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

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II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

The Governor's Office, the ALSDE, ACCS, the State Workforce Development Board, and partner agencies to the combined state WIOA plan participated in joint state planning meetings beginning in June 2019. In order to achieve a unified workforce development system for the State of Alabama, the partner agencies worked to achieve consensus on comprehensive local needs assessments, plans to reach special and disconnected populations, stakeholder input, local and state performance targets, program quality and performance indicators, and alignment of programs in the combined state plan.

Meetings were held in the following location:

Informational Meeting and the Comprehensive Local Needs Assessment, 5:30 to 7:30pm

Region One—July 18, Calhoun Community College
Region Two—July 25, Gadsden State Community College
Region Three—August 1, Shelton State Community College
Region August—August 8, Lawson State Community College
Region Five—August 15, Trenholm State Community College
Region Six—August 22nd, Enterprise State Community College
Region Seven—August 29th, Coastal Alabama Community College—Bay Minette

Local Stakeholder Input, 5:30 to 7:30pm

Region One—September 12, Calhoun Community College
Region Two—September 19, Gadsden State Community College
Region Three—September 26, Shelton State Community College
Region Four—October 3, Lawson State Community College
Region Five—October 10, Trenholm State Community College
Region Six—October 17, Enterprise State Community College
Region Seven—October 24, Coastal Alabama Community College—Bay Minette

(Appendix 1—See Stakeholder Invitation)

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the**

portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

3. **Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)**

Fourteen regional meetings as described above were held to solicit stakeholder input. Stakeholders were provided a QR code in which they could provide feedback. Stakeholders could also provide feedback by leaving handwritten comments at the meeting, viewing recordings of the meetings and leaving comments on the platform that hosted the recordings, or directly emailing the CTE section of the ALSDE.

Beginning November 1, 2019, a copy of the draft State Plan will be placed on the Alabama State Department of Education (SDE)(www.alsde.edu) web site and the Perkins V web site (www.Alabamactso.org/PerkinsV) for 60 days of public review and comment.

B. Program Administration and Implementation

1. **State's Vision for Education and Workforce Development**

   a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

Governor Ivey has established a strategic vision for aligning Alabama's education and workforce programs from pre-k to the workforce to provide for a seamless education-to-workforce continuum for all Alabamians. Governor Ivey's vision begins with aligning federal and state education and workforce funding streams (including WIOA, CTE, and ESSA funds) with state funding streams to establish quantifiable goals along the continuum. The goals include pre-k readiness by age four, school readiness by age five, being literate and numerate before the fourth grade, exploring each college and career pathway before ninth grade, and diverging into a rigorous college or career pathway leading to a career or matriculation into a postsecondary education program at the time of high school graduation. Governor Ivey has set a postsecondary education attainment goal of adding

500,000 credential holders to Alabama's workforce by 2025 and a goal to increase Alabama's labor force participation rate of 58.4 percent to the national average by 2025. Governor Ivey established the Governor's Office of Education and Workforce Transformation (GOEWT) to ensure that the attainment and labor force participation goals are met through an equity-based framework.

Governor Ivey will submit a 2020 four-year Workforce Innovation and Opportunity Act state combined plan in February 2020. The combined plan will meet the requirements of section 122 of Perkins V section 103 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3113). By braiding federal and state workforce and education funding streams to produce an education-to-workforce pipeline that begins with literacy and numeracy, career exploration and discovery among all 16 clusters, seamless transition from secondary to postsecondary education, multiple entry and exits points for special and disconnected populations, alignment between secondary and postsecondary CTE, and co-enrollment between adult education and postsecondary CTE, Alabama's workforce development system permits entry into an in-demand career pathway for Alabamians in all seasons of life.

The combined state plan takes advantage of aligned definitions in WIOA and CTE, including "career pathways," "sector strategies," and "programs of study" to develop fully articulated career pathways in all 16 career clusters that begin with career exploration, transition to pre-apprenticeship, which then culminate in a registered or industry-recognized apprenticeship. These fully-articulated career pathways allow secondary CTE concentrators to earn a high school diploma, an associate degree mapped to industry-recognized credentials, and work-based learning experience in an aligned occupation at the time of high school graduation. Adults who are disconnected from the workforce or those who are underemployed may upskill or become basic skills proficient through multiple on and off ramps from workforce training and employment through stackable credentials mapped to a traditional associate degree. Shortened career pathways for in-school youth will hasten their ability to enter the workforce and lengthened career pathways, with multiple points of entry and exit, for adults will allow for a flexible progression and persistence through a competency model and career pathway.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Educators strive to prepare students to meet the demands of the postsecondary pathway of their choosing. This means CTE does more than simply prepare students for careers; it provides Alabama's students with an opportunity of a seamless education-to-workforce continuum equipping students with 21st-century technical skills necessary for success in career

and in life. Students engage in industry-relevant content through general education integration and experiences, such as career and technical student organizations (CTSO), pre-apprenticeships, cooperative opportunities, work-based learning (WBL), and industry credential certification. Through these experiences, students are immersed in industry-standard content and technology, industry-based problem solving, meaningfully interact with industry professionals, and use/produce industry-specific informational texts. CTE gives students the necessary tools to be successful on the path to postsecondary success.

Goals:

- Provide work-based learning during the following continuum:
    - Career awareness in elementary grades: learning about work
    - Career exploration in middle grades: learning about work
    - Career preparation in high school: learning through work
    - Career training in high school and beyond: learning for work
- Matriculate into a rigorous college or career pathway
- Recruit and retain highly qualified career/technical teachers and administrators
- Provide relevant and focused professional development
- Develop and utilize rigorous, progressive and evidence-based, career/technical education curricula
- Increase academic skills for career/technical students
- Ensure programs continuously improve through quality monitoring
- Expand Equity and Access to Special Populations
- Close Technical and Academic Gaps

The touchstone of Governor Ivey's workforce development strategic plan is the Success Plus postsecondary education attainment goal of adding 500,000 credentialed workers to the workforce by 2025. To make progress against Alabama's postsecondary education attainment goal of adding 500,000 credential holders to the workforce by 2025, Alabama established a committee of the Alabama Workforce Council (Alabama's blue-ribbon business investment council) called the Alabama Committee on Credentialing and Career Pathways (ACCCP). The ACCCP, and its series of technical advisory committees composed of business and industry members representing each sector will be responsible for evaluating credentials and determining if they should be placed on the Alabama Compendium of Valuable Credentials—Alabama's list of credentials of value.

Industry-recognized credentialing organizations will be a required partner for vetting credentials of value-added to the Alabama compendium of valuable credentials. State-level credential organizations, based on industry sector and working through the relevant technical advisory committee (TAC), will be consulted when national, sector-level credentialing organizations are not available for participation. The P-20W Council, consisting of each of the agency heads who are a partner to the ATLAS on Career Pathways, Alabama's inter-agency data-sharing system will work with all agencies involved with secondary and post-secondary education and workforce training in

Alabama to institute best practices for sharing verifiable student learning records and data on non-degree credentials, in accordance with best practices established by the National Student Clearinghouse, the Quality Assurance Commons for Higher and Postsecondary Education, the Comprehensive Digital Learner Record standard, and the Competency Calibrator. Each industry sector will be represented by a TAC, and the TAC will develop an industry-endorsed technical and academic competency model for each occupation code within the industry. Each competency model will include an approved, stackable sequence of industry-recognized credentials. Requiring employer participation in the identification of valuable credentials for inclusion on the Alabama compendium of valuable credentials will generate more interest among employers in hiring credentialed employees possessing the competencies reflected in stackable credential sequences vetted by the ACCCP. Alabama is also aligning its CTE and WIOA funds to the in-demand career pathways and credentials of value identified by the ACCCP. Recognized credential attainment will be chosen as the state determined indicator of program quality for Alabama's Perkins V state plan. The competency models developed by each TAC will establish credential attainment as the "common denominator" between progression from secondary to postsecondary education and training programs. Alabama will reach the "tipping point" goal of publishing over half of the credentials in the state to the ATLAS on Career Pathways by 2022.

With labor market conditions nearing full employment, meeting the Success Plus postsecondary education attainment goal will require mitigating the factors that result in individuals not entering the labor market. The labor force participation rate includes all persons between 16 and 64 who are employed or who are seeking employment. Furthermore, Governor Ivey's workforce development strategic plan includes an equity-based imperative to close attainment gaps among the special populations Governor Ivey has identified in the 2020 WIOA state combined plan, including veterans, justice-involved individuals, people recovering from substance abuse and addiction, single parents with dependent children, individuals with a disability, individuals, the long-term unemployed, individuals who are basic skills deficient, individuals with significant cultural barriers, and others. Many of the 41.6 percent of Alabamians who are not in the labor force belongs to one or more of the aforementioned special populations. Based on stakeholder feedback from myriad Alabamians during the 14 public WIOA state planning engagement meetings that have been held between July and October 2019, Governor Ivey has identified the greatest barriers to education and workforce training for members of special populations in each of Alabama's seven workforce regions. The most significant barriers include transportation, childcare, basic skills deficiencies, and benefits cliffs. Competency-based career pathways and credentials of value provide the basis for multiple points of entry and exit into and out of the workforce and education and workforce training to permit an individual to earn progressive wage increases by signaling the mastery of new skills to employers through earning stackable credentials linked to traditional academic coursework while on the pathway to earning a degree or terminal credential. Furthermore, individuals who are reticent to enter the workforce will recognize a positive incentive to enter the workforce through the security of a competency-based career pathways linked to credentials of value that provides portability and transferability between and within firms and industries. To achieve Governor Ivey's human capital

development strategy of ensuring that all Alabamians are self-sufficient, the work to develop competency-based career pathways must be coupled with a continuum of services approach to provide wrap-around services that generate a negative marginal tax rate for Alabamians who are struggling to overcome benefits cliffs and to persist in a career pathway.

Across all titles, WIOA and Perkins focus on serving "individuals with barriers to employment," defined in WIOA Section 3(24), and seeks to ensure access to quality services for these populations. Each special population category listed in Perkins V and WIOA overlap except two, which will be included by the Governor. Governor Ivey has determined a common set of special populations for the 2020 WIOA combined state plan. The populations included in the "individuals with barriers to employment" in WIOA sec. 3(24) include:

(a) Displaced homemakers (as defined in WIOA sec. 3(16));
(b) Low-income individuals (as defined in WIOA sec. 3(36)) also in Perkins;
(c) Indians, Alaska Natives, and Native Hawaiians (as defined in WIOA sec. 166(b));
(d) Individuals with disabilities, including youth who are individuals with disabilities (as defined in WIOA sec. 3(25) (includes individuals who are in receipt of Social Security Disability Insurance) also in Perkins;
(e) Older individuals (age 55 and older) (as defined in WIOA sec. 3(39));
(f) Ex-offenders ("offender" as defined in WIOA sec. 3(38));
(g) Homeless individuals or homeless children and youths (also in Perkins);
(h) Youth who are in or have aged out of the foster care system (also in Perkins);
(i) Individuals who are:
(1) English language learners (WIOA sec. 203(7)) also in Perkins,
(2) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
(3) Individuals facing substantial cultural barriers;
(j) Eligible migrant and seasonal farmworkers (as defined in WIOA sec. 167(i)(1-3);
(k) Individuals within two years of exhausting lifetime TANF eligibility;
(l) Single parents, including single pregnant women (also in Perkins);
(m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks) also in Perkins; and
(n) Such other groups as the Governor involved determines to have barriers to employment.

Perkins Specific

(1) individuals preparing for nontraditional fields;
(2) youth with parents on active duty in the armed forces.

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c. **Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

The Governor's Office of Education and Workforce Transformation (GOEWT) was established to implement Governor Ivey's workforce development strategic plan by coordinating workforce development and education for the State of Alabama. The GOEWT is housed within the Office of the Governor, is led by the Coordinator of the GOEWT, and is charged with three goals: to increase the labor force participation rate; to surpass the Alabama post-secondary attainment goal; and to create career pathways in all 16 career clusters for in-school youth, out-of-school youth, adults, at-risk populations, and disconnected populations. The GOEWT has been assigned three objectives to achieve the three goals: to braid Alabama's federal education and workforce development funding streams to support an education-to-workforce pipeline; to create and manage the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways and (a state interagency data-sharing system); and to identify valuable credentials and career pathways aligned to secondary, post-secondary, and adult education programs of study.

The Carl D. Perkins Career and Technical Education (CTE) Act and the Workforce Innovation and Opportunity Act (WIOA) will provide for state leadership activities to align secondary, postsecondary, and adult workforce development programs to career in-demand pathways. The Perkins CTE provides for a 10 percent state leadership set-aside and a 5-percent administration set-aside, which do not require a state match. WIOA Title I (the adult, youth, and dislocated worker programs) provides for a 15-percent Governor's leadership set-aside fund for statewide workforce activities, which does not require a state match. Five percent of the Governor's set-aside may be used for administration, and 10 percent may be used for statewide leadership activities. WIOA Title II (programs funded under the Adult Education and Family Literacy Act) provides for a 12.5 percent state leadership set-aside, which requires a 12.5 percent state match (the state match may be cash or in-kind). The required and permissible use of state leadership and administrative funds under CTE and WIOA Title I and II are directly aligned to the goals, objectives, and strategies identified by the GOEWT. The WIOA Title I Governor's 15-percent set-aside has seven required uses: dissemination of the state list of eligible providers of training services; evaluations of state workforce investment programs; assistance to local areas for local and regional planning; technical assistance to local areas not meeting required performance accountability measures; assistance to local areas in establishing

One-Stop delivery systems; assistance to local areas with high concentrations of eligible youth; and operation of a fiscal and management accountability system in order to report on and monitor the use of WIOA funds. Allowable uses for the Governor's 15-percent set-aside include: administration of state activities; provision of incentive grants to local areas for performance; research and demonstration projects; supporting financial literacy; implementation of innovative training programs, such as layoff aversion strategies and sector and industry partnerships; and technical assistance to local areas implementing pay-for-performance strategies. WIOA II permits the use of state leadership funds to align adult education programs to other core and partner WIOA programs, to provide technical assistance to adult education providers, and to align adult education programs to career pathways.

a. **Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

Under Perkins V, the 10-percent state leadership set aside must be used for five required activities: support for programs for special populations, and other activities that expose students, including special populations, to high skill, high wage and in-demand occupations; individuals in state institutions; recruiting, preparing, or retaining of CTE teachers; providing technical assistance to eligible recipients; and reporting on the effectiveness of this funding stream in achieving the state's strategic vision. Perkins also includes 25 permissible uses for the 10-percent leadership set-aside, including developing statewide programs of study; establishing statewide articulation agreements; establishing statewide sector or industry partnerships; awarding incentive grants to eligible recipients; supporting the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study; and increasing data collection associated recognized postsecondary credentials and employment outcomes or consultation with other state agencies on licenses or certifications. The Governor's Office entered into a memorandum of understanding with the Alabama Department of Commerce (the fiscal agent for WIOA Title I), the Alabama Community College System (the fiscal agent for WIOA Title II), and the Alabama State Department of Education (the fiscal agent for Perkins CTE) to transfer state leadership and administration funds to the GOEWT for the purposes of implementing the required and permissible activities for state leadership activities under WIOA Title I, WIOA Title II, and Perkins CTE. Due to the close alignment between the required and permissible activities under WIOA and Perkins and the goals and objectives of the GOEWT, implementing the required and permitted activities for statewide leadership under Perkins and WIOA will permit the GOEWT to achieve its goals and objectives.

Required Uses of State Leadership Funds

The use of State leadership funds will be used to support professional learning activities, provide targeted technical assistance. Alabama is committed to strengthening the professional growth and development of teachers, school counselors, and school/district leaders. Alabama State Department of Education currently offers National Alliance for Partnerships in Equity Education (NAPE) to provide professional development and technical assistance and research-based toolkits designed to build educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity. The Toolkits include the following:

- Exploring Non-traditional Careers
- Exploring STEM
- Inspiring Courage to Excel through Self-Efficacy
- Ensuring Equity in Problem-based Learning
- Realizing Potential with Mindset

NAPE offers a three-phased solution to improve the recruitment, participation, and retention of underrepresented individuals in CTE and nontraditional careers. Alabama has adopted the 16 National Career Clusters and the Alabama Department of Industrial Relations (DIR) has identified the top 40 high-skill, high-wage, or in-demand occupations and will be used for the development of all secondary CTE Courses of Study. Sub-recipients of Perkins V funds will submit a plan for promoting high-skill, high-wage, or in-demand occupations to non-traditional participants. The high-skill, high-wage, or in-demand list of pathways that will be supported with state and federal funding and technical assistance that will be provided are based on research between the Alabama Department of Industrial Relations (Alabama's Labor Market Information Agency) and the Alabama State Department of Education. A Labor Market Information tutorial is located on the Department of Industrial Relations' Web site for public use. **High-skill jobs are defined as needed nationally recognized business industry credentials, certificates at the secondary level, and/or degrees and education beyond the high school experience (apprenticeship, postsecondary, and higher education).**

Programs at the Department of Youth Services will use a needs assessment to determine the activities for students who are enrolled in the programs at these special campuses. Funds are used to assist in providing services that will allow these students to reenter the programs in the local school systems from which they are sent to these alternative education programs.

Postsecondary will provide career and technical education training to correctional institutions of varying levels of security, and the instruction is delivered by six different colleges. Perkins V funds will be used to provide postsecondary correctional CTE program activities based on needs prioritized by college Strategic Analysis Teams (SATs), which include community stakeholders. Among the areas assessed by SATs are the

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appropriateness of technology and access to technology. SAT activities will be supported with Postsecondary Perkins V funds.
Postsecondary Perkins V funds will also be used to purchase equipment and other technology needed to ensure that program concentrators possess current industry skills.

Professional development will be provided to pending career and technical education baccalaureate degree teacher education recipients. Alabama will contract with the Southern Region Education Board to utilize "Teach to Lead" during the "New Teacher Institute" four times a year. "New Teacher Institute" will be mandated for teachers who enter Career and Technical Education through an alternative certification route. Classes will be offered to allow teachers, counselors, and administrators to grow in their profession through regional, state, and national conferences.

Technical assistance is available for all eligible recipients. Summer Conference is an annual state conference for both teachers and directors. Program conferences are held annually at the region, state, and national levels. The Alabama State Department of Education will conduct a New Administrators Academy annually, a directors' meeting annually, and an electronic grant application workday annually. Furthermore, technical assistance will be available through program-specific specialists, administrators, or Standards and Accountability.

Jobs for Alabama's Graduates (JAG) programs will provide eligible students with the support necessary to remain in school, to obtain the knowledge and skills necessary to compete in today's workforce, and to transition to postsecondary education. Career coaches, Success Coaches, and Vocational Rehabilitation counselors/specialists will be available to students to ensure levels of preparedness are achieved by all subgroups.

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2. Implementing Career and Technical Education Programs and Programs of Study

a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V) Alabama will continue to offer programs in the 16 nationally recognized career clusters. These programs and programs of study are well-established and utilize course sequencing and Alabama Courses of Study to lay out the progression from general awareness through more specific job-skill preparation.**

Alabama will align programs funded under the Carl D. Perkins Career and Technical Education (CTE) Act and the Workforce Innovation Opportunity Act (WIOA) into a Combined Workforce Plan. The development of this plan coincided with the creation and statutorily required activities for the creation of the four-year Perkins V State Plan. Alabama's Combined Workforce Plan is predicated on using data to make informed workforce development decisions to develop aligned CTE programs of study that evolve into fully implemented career pathways. Students will be provided opportunities to gain awareness, to participate in exploration, and to receive preparation for high-skill, high- wage, and/or in-demand careers in the 16 career pathways. The coursework and experiences comprising the program of study will increase in specificity as students progress. Work-based learning, youth apprenticeships, post-secondary credentials of value, and credit-bearing college dual enrollment can be utilized to create meaningful experiential learning for students and will be the desired capstone activities for each program of study. Embedding portable and stackable credentials in the programs of study will permit students to enjoy multiple entry and exit points and will ensure that students do not lose credit if they do not finish a program before reentering the workforce. Developing specific courses and academic alignment will be part of Alabama's ongoing Courses of Study development process, which defines a systematic method for maintaining timely and relevant coursework. Local Education Agencies (LEAs), who are eligible recipients will be provided the opportunity to choose programs and programs of study which most closely align with their local workforce needs, student and parent career interests, and local business and industry vision for their students. Under the Perkins V Plan, LEAs will administer a Comprehensive Local Needs Assessment to drive program selection.

b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**

   i. **promote continuous improvement in academic achievement and technical skill attainment;**

Labor Market Data will continue to drive program decisions within the seven workforce development regions in Alabama. This data will allow stakeholders in the seven regions to evaluate the size, scope, and quality of each program. Credential attainment and academic proficiency will couple with Labor Market Data to further ensure the quality of the career and technical program.

Each of Alabama's community colleges will have at least one individual who will be responsible for ensuring appropriate educational services are made available to students (including those who are incarcerated) known to have special needs. Programs that lead to high-wage, high-skill, and/or high-demand employment will be made available to all Alabama community college students. The postsecondary programs that support pathway creation will be based on local labor market data that provides a glimpse of occupation needs and industry partnership. The local market data for postsecondary institutions is based on the seven Workforce Development Regions of Alabama but will be even more localized by a defined area around the postsecondary institutions of a sixty-mile radius and an understanding of the commuting patterns of the population residents. Modifications to the programs will be made in various ways in order to fulfill the needs of special population groups by aligning programs of study with local industry need to include articulation between non-credit programs to credit-bearing programs of study. In order to provide individual plans for all student populations, postsecondary institutions will partner with local non-profits, community service providers, career one-stop centers, religious organizations, etc. to ensure mentoring occurs and needs are met for program completion and success.

ii. **expand access to career and technical education for special populations; and**

Alabama is committed to the provisions to expand access to career and technical education for special populations. Through professional learning provided by the National Alliance for Partnerships in Equity (NAPE), whose work is based upon research- and evidence-based strategies, the Alabama Department of Education will work with LEAs to provide training on how to properly recruit and to retain students in special populations. Initial training will begin with all LEAs performing an equity gap analysis based on the special populations' data elements. Data revealing gaps by program will be supported by the identification of root causes and appropriate interventions. Additionally, data will be collected and disaggregated by each special population subgroup to ensure that students have equitable access to high-quality career and technical education programs. Baseline data, captured on the Comprehensive Local Needs Assessment will be collected from each LEA in 2020 by each special population subgroup. This data coupled with the LEAs implementation of appropriate interventions will be revisited every two years to ensure progress toward closing gaps in participation or performance in particular programs or subgroups. Consistent with Alabama's ESSA plan, this plan will utilize the minimum N-size with regard to special populations aggregate data reporting. The minimum N count of 20 for accountability reporting provides both statistical reliability across accountability measures and protects the privacy of those subgroups that are too small to report without disclosing personally identifiable information.

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Support services (tutoring, career coaching, etc.) will be made available to students so that as their academic and technical education needs are being met, support is available to address other areas of concern. Additionally, the inclusion of increased work-based learning opportunities, such as apprenticeships and paid internships, for students helps to facilitate student persistence.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

It is the responsibility of the Alabama Department of Education to support, to foster, and to guide K-12 programs in the attempt to create a highly-skilled workforce upon completion of secondary education. To ensure quality, best practice in instructional programs must align with regional labor market data with a focus on employability skills outlined by state and national research. A mixture of technical, hands-on instruction with intense acuity to soft skill and employability skills training will enhance quality and will provide a more skilled state workforce. As labor market evolves, methods of instruction and focus of objectives must evolve to meet the demands of the regional workforce.

c. **Describe how the eligible agency will—**

i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

The Alabama Department of Education intends to initially make information on approved programs of study and career pathways on its website at www.alsde.edu. Additionally, included in a broader CTE marketing plan will be additional web resources, printed materials, etc. geared toward the following target audiences: students (including special populations), parents, and educators utilizing various media. This will also include resources that support career exploration, work-based learning, and dual enrollment program opportunities. These same resources will be made available to English Learner students, whose native language may not be English or adapted to meet other needs of the reader.

Each Alabama Community College will provide hard-copy and web-based course catalogs and informational brochures, outlining requirements, and points of contact for additional information. Information regarding work-based learning and dual enrollment opportunities will be provided as well. Each community college will have at least one work-based learning component included in each program of study no later than the Fall semester of 2020. This work-based learning component will exist as an internship, pre-apprenticeship, or apprenticeship opportunity. *The*

community college system will also align with the state's longitudinal database in web format advertising opportunity for enrollment in many of the pathways toward job obtainment. A student or parents of students will have access to this database as it will show career pathways aligned with O*NET occupation codes that lead to careers that are high-demand, high-skill, and/or high-skill, and the educational requirements will be embedded within each program for credential obtainment and program completion from each community college.

Career pathways will be provided for career and technical education students enrolled at Alabama Community College System (ACCS) institutions. The career pathways model employed by ACCS will provide career pathways (that include available industry certifications) for each of the sixteen (16) career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communication; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, & Security; Manufacturing; Marketing, Sales & Service; Science Technology, Engineering & Mathematics (STEM); and Transportation, Distribution & Logistics. The colleges' career coaches, advising staff, and faculty will work to ensure information regarding career options is disseminated at presentations made to prospective and current students (and their parents, when appropriate), when working with technical advisory councils, at regional workforce council meetings, comprehensive local needs assessment meetings, and on the Alabama Community College System website.

This includes partnerships between secondary and postsecondary institutions as pathways are presented to students of all ages. It is the intent of Alabama's education leadership to engage population groups in a manner that is appropriate for each individual, depending on where they are in life. The manner of pathway presentation should hold applicable the level of academic and skill level of each learner and will include pathway progression and credential obtainment that is aligned from an entry-level job toward a relative credential obtainment in the highest form possible within each career cluster as well as each occupation. Credential obtainment that leads to a career that is of high-wage, high-skill, and/or high-demand, as well as the work-based learning element that compliments the specific credential, will be the ultimate goal for all learners.

ii. **facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;**

The development and implementation of programs of study are not accomplished in isolation. They necessitate the use of a partnership between secondary and post-secondary entities. Collaboration among stakeholders at various levels of a program of study is critical to making successful career pathways. The ALSDE will facilitate collaboration among secondary, postsecondary, business and

industry partners, and other important stakeholders in a variety of ways, such as through conference presentations, webinars, and various types of technical assistance. Agencies will evaluate the program of study to ensure that it provides opportunities for students to participate in a CTSO or in program-related work-based learning experience. Documentation will be submitted outlining the collaboration process between the secondary, postsecondary, and business and industry representatives (often from a local advisory board or local workforce development board). The ALSDE will encourage eligible recipients to develop all CTE programs into programs of study, using the state template. The ALSDE will ensure that LEAs utilize advisory boards for each program of study, if feasible, or at least one advisory group by cluster or for the entire LEA.

iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

The labor market data will be the driving force in determining how schools in different regions instruct and which programs and credentials are sought after by local industry. The Comprehensive Local Needs Assessment (CLNA) will help quantify the data and drive decisions by each Local Education Agency (LEA). The CLNA, the Career and Technical Education (CTE) advisory committee, and regional workforce councils will join in decision making for programs and associated credentials at the local level.

iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

Alabama is committed to the provisions to expand access to career and technical education for special populations. Through professional learning provided by the National Alliance for Partnerships in Equity (NAPE), whose work is based upon research- and evidence-based strategies, the Alabama Department of Education will work with LEAs to provide training on how to properly recruit and retain students in special populations. Initial training will begin with all LEAs performing an equity gap analysis based on the special populations' data elements. Data revealing gaps by program will be supported by the identification of root causes and appropriate interventions. Additionally, data will be collected and disaggregated by each special population subgroup to ensure that students have equitable access to high-quality career and technical education programs. Baseline data, captured on the Comprehensive Local Needs Assessment will be collected from each LEA in 2020 by each special population subgroup. This data coupled with the LEAs implementation of appropriate interventions will be revisited every two years to ensure progress toward closing gaps in participation or performance in particular programs or subgroups. Consistent with Alabama's ESSA's plan, this plan will utilize the minimum N-size with regard to special populations aggregate

data reporting. The minimum N count of 20 for accountability reporting provides both statistical reliability across accountability measures and protects the privacy of those subgroups that are too small to report without disclosing personally identifiable information.

The Alabama Community College System Career and Technical Education staff, in collaboration with other state agencies, will work closely with the community college deans to ensure efforts are made for the recruitment and retention of students known to be in special populations. The focus of these efforts will be closing gaps and improving outcomes for these students. Professional development activities will be made available to increase college staff members' awareness of best practices in addressing the needs of special populations. A local outreach attempt will also be made to those community service agencies that can assist with program success for students of special population groups. The elements often keeping students from success surround a need for childcare, transportation, or support in mentorship. Reaching out to local agencies to help provide this support is critical to student success, and will be done on a case-by-case basis. It is the intent of the community college system to provide professional development to finance leadership and student services leadership on each campus to ensure eligibility for such assistance as well as additional funding streams, agency support, and qualifications for students of special population groups occurs.

v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

The Alabama Department of Education will coordinate with local WIOA Workforce boards to guide LEAs in providing credentials of high value. These credentials and the competencies which lead to the credentials will be disseminated by the TAC. Task Force committees consisting of educational content experts will be trained on strategies used to meet the needs of local industry and will assist TACs for creating competency models for each credential obtainment, career lattices indicating the progression of occupations within each career cluster, and pathways of progress for student obtainment and credential award.

[7] **Based on the context of this requirement, the reference to the local application process under "section 132" appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.**

vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work- based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

Using the 2020 WIOA Combined Plan and the Alabama Career Pathways Model, Alabama will continue to work to establish a wage premium for individuals who presently are unable to enter the labor force due to barriers, such as a lack of childcare or transportation or disillusionment regarding the prospects of upward mobility. The career pathway model will provide a feedback loop between employers and employees that will signal to individuals who currently are not betting on work to take a chance on a competency-based career pathway. A currency of credentials of value will also signal progressive wage increases, upward mobility within a firm, and within and between industry sectors. The 2020 WIOA Combined Plan will ensure that Alabama's workforce system is driven by data and by the needs of industry and special populations to serve two customers: employers and job seekers.

Dual enrollment is a longstanding component of Career and Technical Education for Alabama's high school students. By availing themselves to dual enrollment, students have the opportunity to earn high school and college credit for the same course(s). The Alabama Community College System Office of Workforce and Economic Development will provide funding that allows a large number of the state's dual enrollment students to receive scholarships when they enroll in targeted technical education programs of study. An annual determination will be made regarding which programs of study are scholarship-eligible. Those programs selected will be deemed as high-skill, high-wage, or in-demand.

The Alabama Community College System also has an articulation agreement with the Alabama State Department of Education that allows high school graduates to receive articulated credit for specific courses taken in high school.

vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Upon completion of the Comprehensive Local Needs Assessment, if performance gaps for CTE concentrators exist, including members of special populations, the Alabama Department of Education will be committed to working alongside local education agencies to deploy meaningful, evidence-based strategies that work to close gaps. The Department will continue to focus on professional learning for CTE teachers in the areas of numeracy and literacy to support academic learning.

The Alabama Community College System Career and Technical Education staff will continue to work with college deans and faculty members to address gaps in performance and persistence for all CTE concentrators (with an increased focus on students who are identified as being a part of special population groups). Professional development opportunities, focused on best practices for recognizing the abilities students bring to our programs and building on them, will be provided. Faculty members will be provided insight into how they can assist students (in special populations) in focusing on the resilience they demonstrate in other aspects of their lives to academic achievement and persistence.

By providing students career pathways, students will be made aware (at the outset of the academic journey) of the credentials they can earn as they progress through a program of study. Students will be provided a clear understanding of entry and exit points along a career pathway.

d. **Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Alabama Secondary CTE students have the opportunity to earn postsecondary credit through the following initiatives:

- Statewide and local articulation agreements which have been developed between secondary schools and post-secondary institutions
- Dual enrollment programs which allow eligible secondary students to earn high school and college credit for courses taken through an Alabama Community College System (ACCS) institution or through an Alabama four-year public or private college/university.
- Alabama State Board of Education policies allow students to earn credit applicable toward an Alabama high school diploma, college degree, or certificate requirements in pathways which support local, regional, and state occupations which are in high-demand and require advanced technical skills.
- All postsecondary CTE programs of study accommodate dual enrollment credit, where applicable.
- Career and Technical Education Dual Enrollment (CTEDE) Scholarship Funds are allocated by the Alabama Legislature. Colleges may maximize the CTEDE scholarship funds by providing textbooks, tool kits, personal protective equipment and other associated materials and supplies for student checkout, CTEDE scholarship funds may be used to cover costs of academic core course(s) in the eligible CTE program of study but must be taken concurrently with CTE course(s).
- The College Level Examination Program (CLEP) and other college credit advancement programs enable students to earn college credit for introductory-level courses by achieving satisfactory scores on subject-specific tests.

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e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Alabama will communicate with the Career and Technical Education (CTE) community, so all stakeholders begin to view CTE as a relevant educational option. The Alabama State Department of Education (ALSDE) will develop marketing strategies, communication strategies, and recruitment materials that emphasize real-world skills and tangible outcomes. Each eligible recipient will evaluate Local Market Data indicators, will involve technical assistance committees, and will ensure each program is not duplicating services. Furthermore, the eligible recipient will consult with local business and industry to ensure ample opportunities exist for student participation in each program in post-secondary and labor market endeavors. Teachers, students, parents, academic and career and technical faculty and administrators, local businesses, labor organizations, and Tribal organizations, as appropriate, will be involved in the planning and development of programs.
Each eligible applicant will submit an application for a new program to the ALSDE. Each new program will be reviewed. If approved, the eligible applicant will implement the program. Each program will be evaluated using the Evaluation of Quality of Instructional Programs (EQUIP) annually to ensure it is a quality program with favorable outcomes.

f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

(Appendix 3—Local Program Application Template)

g. **Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

(Appendix 2—CLNA)

h. **Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Each sub-recipient of Carl D. Perkins Career and Technical Education (Perkins) funds will be required to implement a minimum of one of the national 16 clusters. The components of each cluster

will include a foundation course and other pathway courses identified in the Alabama Courses of Study: Career and Technical Education that end with a credential, certificate, or degree (www.alsde.edu). Courses in the appropriate postsecondary pathway will complete the required components of each cluster. Local education systems will be encouraged to add additional pathways to support additional clusters. The size, scope, and quality provisions include the following:

Secondary CTE Program Quality Indicators:

- Criteria for Size:
  - Provide an opportunity for students to become CTE concentrators. A CTE concentrator is defined as a secondary student who has earned three (3) or more credits in a single CTE program, and
  - Offer a minimum number of programs based on the percentage of CTE enrollment. A CTE program must consist of three (3) or more courses (or two (2) credits in a single secondary CTE program where two (2) credit sequences are recognized by the state and/or its local eligible recipients).

Secondary CTE Program Quality Indicators:

- Criteria for Scope:
  - Provide secondary students with opportunities for acceleration (dual enrollment/articulated credit), and
  - Align with business and industry as validated by a local or regional business advisory committee.

Secondary CTE Program Quality Indicators:

- Criteria for Quality:
  - Provide students with the opportunity to earn an industry certification and/or licensure approved by the state, and
  - Provide students with the opportunity to participate in a CTE program that is classified as high-skill, high-wage, or in-demand, and
  - Ensure that academics and academic achievement are an integral component of all Perkins-funded CTE programs.

Postsecondary CTE Program Quality Indicators:

- Criteria for Size:
  - The ACCS institutions will offer a sufficient enough number of courses to provide all students the opportunity to become CTE concentrators.

Postsecondary CTE Program Quality Indicators:

- Criteria for Scope:
  - Each of the Alabama Community College System's institutions will collaborate with local workforce advisory committees to ensure program requirements align with local industry needs and that they provide students an opportunity to enter into career fields that are high-wage, high-skill, and/or high-demand.

Postsecondary CTE Program Quality Indicators:

- Criteria for Quality:
    - The Alabama Community College System programs of study will integrate the opportunity for students to earn industry-recognized certifications/credentials. Programs of study are designed to ensure academic and technical proficiencies are achieved.

3. Meeting the Needs of Special Populations

a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**

i. **will be provided with equal access to activities assisted under this Act;**

The Alabama Department of Education requires that all students have equal access to public education programs and support services. We will comply fully with Federal statutory requirements regarding the requirements outlined in Perkins V that all students have equal opportunity to receive publicly funded services, including students identified as special populations based on the pre-defined categories. Students in these categories will not experience discrimination based on their status and will receive appropriate support to meet or exceed the determined levels of performance, including opportunities for further learning and appropriate accommodations to promote parity in success.

- All ll students in special populations:
    - The Office of Counseling and Guidance is housed within the Alabama Department of Education under the supervision of the Assistant State Superintendent for Career and Technical Education (CTE) and Workforce Development. All students, including students from all special populations, will be provided counseling and career guidance services coordinated through this office. CTE students and those not enrolled in CTE coursework will be exposed to opportunities for participation in CTE programs and to accommodations available, which enable their access to those programs.
    - ALSDE will disaggregate participation and performance data for all special populations to identify areas of strength and areas of improvement at the LEA level.
    - LEAs will disaggregate participation and performance data for all special populations to identify areas of strength at the local program level.
- Individuals with disabilities:
    - CTE representatives are team members and will participate in the creation and implementation of Individualized Education Plans (IEPs) or Section 504 Plans. Those plans will include necessary accommodations to curriculum and to potential modifications of equipment or other physical facilities to enable student access to CTE programs.

    - In cases when CTE representatives are not participants in the creation of the IEP or Section 504 Plan, a Career Technical Implementation Plan will be developed to address potential barriers to student participation.
- Individuals from economically disadvantaged families, including low-income youth and adults:
    - Local Education Agencies (LEAs) will develop funding mechanisms to reduce or to eliminate student fees associated with participation in CTE programs.
    - Through the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds, students who meet WIOA eligibility requirements may receive assistance with fees or costs associated with participation in CTE programs.
- Individuals preparing for nontraditional fields:
    - ALSDE will provide LEAs with professional development and technical assistance to identify and to eliminate barriers to student participation in preparation for non-traditional fields.
    - LEAs will develop active recruitment and retention strategies for student participation in preparation for non-traditional fields.
- Single parents, including single pregnant women:
    - The 2020 WIOA Combined Plan for Alabama will include Perkins as a component. The combined plan will enable the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds for students who meet WIOA eligibility requirements. Those students may receive assistance with fees or costs associated with participation in CTE programs.
    - LEAs will be provided professional development in the implementation of Title IX protections related to student participation in CTE programs.
- Out-of-workforce individuals:
    - Secondary CTE programs do not support out-of-workforce individuals.
- English learners:
    - To fulfill ESSA requirements (ESEA section 1111(c)(4)(A)(ii)), ALSDE has created long-term goals for English learners, which determine increases in the percentage of students making progress in achieving English proficiency that is both ambitious and achievable.
    - Local needs assessment data will incorporate data on the number and percentage of students in need of assistance with English Language Proficiency.
    - When appropriate, LEA's Local Perkins Applications will include activities to assist ELP students with CTE program selection and will coordinate with the LEA's ELP program efforts.
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a):
    - The 2020 WIOA Combined Plan for Alabama will include Perkins as a component. That combined plan will enable the braiding of Perkins funds with Workforce Innovation Opportunity Act (WIOA) funds for students who meet WIOA eligibility

requirements. Those students may receive assistance with fees or costs associated with participation in CTE programs.
    - For non-WIOA eligible homeless students, course fees and costs will be waived.
- Youth who are in, or have aged out of, the foster care system:
    - ALSDE will provide professional development and technical assistance to LEAs regarding effective strategies for the inclusion of students in CTE programs who are involved with the foster care system.
    - LEAs will coordinate with county representatives of the Alabama Department of Human Resources (DHR) to identify students involved in the foster care system. LEAs and DHR will work to identify needs, develop strategies to address the needs, and provide educational and support services to students.
- Youth with a parent who is a member of the armed services and is on active duty:
    - ALSDE will provide professional development and technical assistance to LEAs regarding effective strategies for inclusion of students in CTE programs with parents on active military duty.

The Alabama Community College System's institutions will ensure all students have equal access to and success in all educational offerings. This will involve the following: outreach opportunities targeted toward special populations; comprehensive, on-going career and academic counseling; job placement services; the availability of accommodations, when needed; work-based learning opportunities; participation in career and technical education student organizations; parental involvement, when appropriate; English language instruction, etc.

Funds will be set aside to serve students enrolled in educational programs in correctional institutions (both youth and adults) and to provide professional development opportunities to the staff members who serve these students.

ii. **will not be discriminated against on the basis of status as a member of a special population;**

No person shall be denied access to secondary or postsecondary career and technical education programming based on his or her designation as a member of a special population. Special population students are to have full access to all career and technical education programs, including cooperative education, apprenticeship, and student organizations. Students will receive high-quality instruction, assessment, guidance and counseling services, and job placement.

ALSDE staff is responsible for the monitoring of OCR requirements. Annually, data is collected to ensure that students are not discriminated against on the basis of their status as members of special populations. If target data shows discriminatory patterns, systems are reviewed for OCR violations. On-site monitoring visits will be conducted to determine if there is any discrimination and the extent of that discrimination against students who are members of special populations. Technical

assistance will be provided in the areas of nondiscrimination as monitored through OCR. Professional development activities will be conducted annually to provide awareness to all eligible recipients. Eligible recipients will provide assurance of nondiscrimination through the submission of the local application.

In accordance with Federal and State statutes, Alabama Community College System institutions prohibit discrimination against students, including those enrolled in career and technical education programs, on the basis of race, color, religion or belief, sex (including pregnancy), sexual orientation, or gender identity; national origin, citizenship status; age; disability; veteran status; and genetic information. Professional development on non-discrimination and cultural awareness is offered on a routine basis.

iii. **will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

All Career and Technical Education students will meet or exceed State determined levels of performance described in section 113. Furthermore, the ALSDE will provide training and technical assistance to LEAs in analyzing and interpreting academic data to drive instruction. Data will be utilized to provide additional academic supports to CTE students who are members of special populations.

The Alabama Community College System's Division of Adult Education works collaboratively with ACCS's Career and Technical Education Department to ensure students in special populations are prepared to enter into the career and technical education programs of study after completing adult education programs. Some technical programs that lead to careers in high-skill, high-wage, or in-demand industries can be completed concurrently with adult education.

iv. **will be provided with appropriate accommodations; and**

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)

- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed services and is on active duty
    - Students with IEPs will be provided accommodations based on the recommendations and requirements in the IEP and Career Tech Implementation Plan.
    - Students who are members of special populations, but do not have an IEP, an ELP, 504 plan, or other mandated plan for accommodations will be offered appropriate accommodations for their individual needs.

v. **will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

The Alabama State Department of Education Career and Technical Education Section will utilize Work-Based Learning (WBL) opportunities. WBL may include in-school or after school opportunities, or experiences outside the traditional school setting, that is provided in an integrated environment to the maximum extent possible. These opportunities are meant to engage, to motivate, and to augment the learning process. WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in the community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and evaluation of acquired work-relevant skills.

Work-based learning experiences may include:

- Job Shadowing
- Career Mentorship
- Career Related Competitions
- Informational Interviews
- Paid Internships
- Non-paid Internships
- Practicum
- Service Learning
- Student-led Enterprises
- Simulated Workplace Experience
- Paid Work Experience
- Non-Paid Work Experience
- Volunteering
- Workplace Tours/Field Trips

These WBL opportunities can be done in conjunction with private, for-profit, public, or nonprofit businesses in communities and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth with oversight and evaluation of acquired work-relevant skills by identified staff. The work-based learning experience must be provided in an integrated

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setting in the community. Where paid WBL experiences are provided, the wages are to be paid at no less than minimum wage.

- Job Shadowing: Job shadowing is a popular on-the-job learning, career development, and leadership development intervention. Essentially, job shadowing involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors, or competencies[2].
- Career Mentorship: A mentor is one who teaches or provides guidance and advice to a less experienced and often younger person.
- Career Related Competitions: Career-related student competitions are work-based learning activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality, and industrial technology.
- Informational Interviews: An informational interview is an informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, and the objective is not to find job openings.
- Volunteering: Volunteering is when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time-only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
- Workplace Tours/ Field Trips: A group excursion for the purpose of first-hand observation of specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress[5].
- Internships (Paid Or Unpaid): An internship is a temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid. An internship is an opportunity to develop specific job-related skills before you are qualified for an actual job.

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4. Preparing Teachers and Faculty

a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

The Alabama Department of Education (ALSDE) will provide alternative methods of certification to recruit teachers from business and industry. The ALSDE will utilize the Southern Regional Education Board (SREB) to implement Teach to Lead as Alabama's New Teacher Institute professional development for teachers who choose to enter the teaching profession via alternate routes. Teach to Lead is broken into four learning institutes in which new teachers are able to learn teaching basics and how to accommodate special populations. In the annual Perkins electronic grant application, each eligible agency will be required to describe a plan to recruit, to retain, and to train personnel. The ALSDE will offer support to LEAs through national, state, and regional conferences. Program-specific specialists are available to provide technical assistance either at the request of a CTE director or after a Quality Assurance Visit. The Standards and Accountability section of the Career and Technical Section will coordinate technical assistance after Quality Assurance Visits (EQIP) to ensure any findings are addressed. The CTE section will coordinate with the Special Education Services Section to ensure accommodations and modifications are made to make CTE programs accessible to students with special needs. The ALSDE will host an annual New Administrator's Institute to support new career and technical education administrators and three meetings to support all career and technical education administrators.

Alabama Community College System faculty will be given the opportunity to attend The Alabama Department of Education's CTE Professional Development Conference. Several sessions are content-specific and not only allow our ACCS faculty to be made aware of best practices, but they are also provided examples of how they can utilize them in their classrooms and labs.

In addition, ACCS career and technical education instructional personnel are given opportunities to attend one- and two-day workshops, where they are able to collaborate on strategies they employ to best serve students, including those who are identified as being a part of a special population.

ACCS CTE deans and college financial personnel have two opportunities each year to attend sessions related specifically to Perkins requirements.

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C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
    a. **each eligible recipient will promote academic achievement;**

Alabama's CTE programs are an integral part of the total education offerings.

- Secondary and postsecondary recipients offer a minimum of one program of study that incorporates and aligns secondary and postsecondary education; includes academic and CTE content in a coordinated, non-duplicating progression of courses including the opportunity for secondary students to acquire postsecondary credits, and leading to an industry-recognized credential or certificate at the secondary and post-secondary level and degrees at the postsecondary and higher education level.
- Recipients are required to implement the *Alabama Courses of Study: Career and Technical Education.* These COS include content standards representative of all aspects of the industry, as determined by the career objective of the student.
- Academic competencies have been documented in the career and technical education programs through the validation process for embedded credit. Where specific academic content is documented, students may receive core credit for math and science CTE courses upon LEA board of education approval.
- Career and technical education academies, apprenticeship programs, and magnet programs are promoted as a delivery system for integrated academic and career and technical education competencies and skills.
- Local school systems are encouraged to develop diploma endorsements which recognize successful completion of the core academic courses for the regular or advanced academic core courses, and the completion of a sequence of three or more CTE courses.
- All sub-recipients will document participation in statewide articulation activities in the local plan annually.
- The Alabama Community College System (ACCS), in collaboration with the SDE, will develop and annually review statewide articulation agreements for approval.
- The ACCS will collect data from postsecondary institutions and report the degree to which colleges implement plans of instruction that contain academic and technical competencies identified through a systematic curriculum development process utilizing faculty and industry representatives as subject-matter experts.
- A postsecondary performance measure indicating the degree to which colleges implement POIs containing both academic and technical competencies will be included in the College Plan for Career and Technical Education, which also serves as the application for Perkins Basic Grant funds. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted performance levels, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation in CTE at colleges will be supported with Perkins funds.

- A postsecondary performance measure indicating the percentage of CTE students who maintain a grade point average of 2.0 or higher in general education (academic) coursework will be included in the College Plan. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted levels of performance, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation will be supported with Perkins funds.
- A postsecondary performance measure indicating ECEP and dual enrollment participation and grade point averages in CTE courses will be included in the College Plan and provided to the SDE and LEAs for the purpose of program review and evaluation.
- Colleges must describe in their College Plans for Career and Technical Education intervention strategies used with CTE students experiencing difficulties in academic and technical coursework.
- Instructional strategies are continually revised to place greater emphasis on the integration and reinforcement of academic skills for secondary CTE students.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

- Perkins funds will be used to purchase equipment and other technology needed to train for and assess technical skills attainment.
- Perkins funds will be used to provide technical assistance and professional development for CTE teachers to prepare them to instruct students toward technical skill attainment.
- Post-Secondary credentials and third-party industry credentials m-e measured through the Alabama Accountability Model. Performance on these indicators is collected and reported in accordance with Alabama's ESSA plan.
- College Plans for Career and Technical Education must address equipment and technology needs identified by the colleges' Strategic Analysis Terms (SAT) and must provide measurable documentation as to how the equipment and technology will be used to support the five-year plan.
- A post-secondary performance measure indicating the degree to which CTE faculty participate in technical skills upgrade activities will be included in the College Plan for career and technical education. The measure, and subsequent improvement practices, will be evaluated during the approval process. Postsecondary Perkins funds will support technical skills upgrades through professional development activities.

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Eligible recipients will utilize locally developed processes for determining the industry needs and prioritizing available funds to best address needs. As part of the statutory requirements for Perkins V, the statewide Comprehensive Local Needs Assessment will guide eligible recipients in identifying needs d justifying expenditures.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

    a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

- Beginning with the first year of the four-year plan (FY2020), the split for the flow-through funds will be based on the unduplicated enrollment at each level, as reported in the 2019 Consolidated Annual Report (CAR).
- The secondary formula will use the population data provided by the Census Bureau and the poverty data collected under the ESEA of 1965 to allocate 30 percent of the funds according to the number of individuals ages 5-17 who reside in the district served by the LEA and 70 percent according to the number of individuals ages 5-17 residing in the district and are from families whose incomes are below the poverty level for the previous fiscal year.
- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins V Basic Grant funds.

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2019 - 2020 Perkins Basic Grant Institutional Eligibility Factor Calculations

College	Pell Factor	BIA Factor	Incar. Factor	I.E.F.	% Total I.E.F.	Allocation
Bevill	936	0	0	936	0.047	**$233,174.67**
Bishop	1067	0	0	1067	0.053	**$265,809.16**
Calhoun	1381	0	240	1621	0.081	**$403,820.67**
Central Ala.	311	0	0	311	0.016	**$77,475.77**
Chattahoochee	426	0	0	426	0.021	**$106,124.37**
Coastal Alabama	895	0	0	895	0.045	**$222,960.83**
Drake	444	0	0	444	0.022	**$110,608.50**
Enterprise	382	0	0	382	0.019	**$95,163.17**
Gadsden	1401	0	79	1480	0.074	**$368,695.00**
Ingram	186	0	215	401	0.020	**$99,896.41**
Jefferson State	1665	0	0	1665	0.083	**$414,781.87**
Lawson	1030	0	0	1030	0.051	**$256,591.79**
LBW	464	0	0	464	0.023	**$115,590.86**
NE Ala.	654	0	0	654	0.033	**$162,923.33**
NW Shoals	891	0	0	891	0.045	**$221,964.35**
Reid	324	0	0	324	0.016	**$80,714.31**
Shelton	1123	0	0	1123	0.056	**$279,759.79**
Snead	274	0	0	274	0.014	**$68,258.40**
Southern Union	594	0	0	594	0.030	**$147,976.24**
Trenholm	954	0	0	954	0.048	**$237,658.80**
Wallace-Dothan	1242	0	121	1363	0.068	**$339,548.16**
Wallace-Hance	2098	0	0	2098	0.105	**$522,650.07**
Wallace-Selma	610	0	0	610	0.030	**$151,962.13**
TOTAL*	**19352**	**0**	**655**	**20007**	**1.000**	**$4,984,108.66**
BIA=Bureau of Indian Affairs Incar=Incarcerated IEF-Institutional Eligibility Factor						

*Total allocation = **$4,984,108.66** (Basic Grant Allocation - **$4,902,842.00**; Carryover amount - **$81,266.66**; Reserve - **$544,760.00**). Note: Total allocation for 2019-2020 - $5,528,868.66

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b. **among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

A Memorandum of Agreement will be required to be developed between the members of consortia. The agreement will define the responsibilities of the fiscal agent and the other members of the consortium. The outcomes of the agreement will be outlined out in the annual budget requests from each member of the consortium and will be submitted for approval to the ALSDE.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

Based on the current year funds received, a preliminary allocation of $11,445,470.40 was made available to the 142 local school systems and educational service agencies within the state. The secondary area career and technical schools operate as a part of the total school district and do not receive a separate allocation. Funds are allocated according to the formula given in the Act, Section 13l(a)(l)(2).

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

Based on the current year funds received, a preliminary allocation of $4,902,842.00 was made available to the postsecondary institutions within the state.
Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell-eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins Basic Grant funds.

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical

boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Eligible recipients are given an allocation of funds by the eligible agency according to the legislated formula in Section 13l(a)(l) and (2). When there are changes in school district boundaries, the adjustments are made at the beginning of the new fiscal year. A new school district will receive an allocation based on a pro-rata share of the numbers in the formula for the preceding fiscal year for the school district of which it was a part.

5. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and

There is no proposed alternative allocation formula to be used in Alabama.

   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

There is no proposed alternative allocation formula to be used in Alabama.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

There is no proposed alternative allocation formula to be used in Alabama.

6. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and

There is no proposed alternative allocation formula to be used in Alabama.

   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V).

There is no proposed alternative allocation formula to be used in Alabama.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

There is no proposed alternative allocation formula to be used in Alabama.

7. Provide the State's fiscal effort per student or aggregate expenditures for the State that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

STATE MAINTENANCE of EFFORT for PERKINS-NARRATIVE

Program and accounting staff members from the Alabama Department of Education (ALSDE) and Alabama Community College Systems (ACCS), formerly the Alabama Department of Postsecondary Education (DPE), reviewed both State budgets, the Education Trust Fund and the General Fund, to determine if appropriate expenditures from a line item should be included in the maintenance of effort (MOE) calculation. There are no General Fund expenditures included in the MOE calculation. Items included in the calculation are as follows:

Description

ACCS	Special Populations Training (3B10f)
ACCS	Postsecondary/Tech Colleges - Truck Driving Training (3Bl0i)
ACCS	Mine Safety Training Program at Bevill State CC (3B10g)
ACCS	Workforce Development (3bl0J)
ACCS	Alabama Technology Network - Workforce Training (3b10L)
ACCS	Dual Enrollment
AIDT	Industrial Development & Training Program (3B22a)
AIDT	Industrial Training Program - O & M (3B22b)
AIDT	Workforce Development (3B22c)
ALSDE	Career Tech Initiative (3B11b)
State BOE -	Career Tech Operations and Maintenance
ALSDE	State Admin Match Disbursements (SDE)
ALSDE	CTE Leadership from Operations and Maintenance Disbursements

ACCS	Other Career & Technical Education Expenditures from State Funds

Only expenditures occurring during the fiscal year, 10/l/2018-9/30/2019, are included. There are issues with certain Alabama Industrial Development & Training (AIDT) funds that cause us to make an exception to how the amount reported as MOE is calculated. The portion of AIDT funds that do not revert back to the State Treasury at the end of the fiscal year is included in the MOE calculation as the budgeted amount. This is necessary because the amounts expended fluctuate greatly from year to year---enough to cause Alabama to fail to meet the MOE requirement. The expenditures fluctuate this way because they are affected by the level of economic development or new industries entering the state. This should not be a problem since all funds allocated will not revert and will eventually be expended on MOE allowable activities.

Alabama's estimated MOE for SFY 2019 (10/1/2018 - 9/30/2019) is $98,576,174, approximately 2M more than SFY 2018. As Alabama has significantly increased CTE allocations for SFY 2020 (10/1/2019 - 9/30/2020), we expect to meet the MOE requirement and are not seeking a 5% reduction to our MOE baseline for SFY 2020.

Accountability for Results

8. Identify and include at least one (1) of the following indicators of career and technical education program quality—
   a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;

Alabama will use Option A.

   b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
   c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that the inclusion of "other" program quality measure(s) is optional for States.

Alabama will not include any other measures of student success or program quality.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.—

(See Appendix 4—Secondary Accountability Document)
Please see attachment for Alabama's measurement definition with the quality indicator chosen and for numerator denominator definitions.

9. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

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Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

*** This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.**

(Section 3(12) of Perkins V)

10. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V); .—(See Appendix 4--Secondary Accountability Document)

a. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
b. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

11. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

12. Describe how the eligible agency will address disparities or gaps in performance as

described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),[8] the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

(B) PUBLIC COMMENT.—

(i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).

(ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—

(I) meet the requirements of the law;

(II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

(III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

The Alabama Department of Education will analyze data on the core indicators of performance to address disparities or identify gaps in performance in each of the plan years. If no meaningful progress has been achieved prior to the third program year, the Local Education Agency will implement research and evidence-based strategies to close identified gaps.

[8] **See page 11 of Committee Report at https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf.**

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

- **The eligible agency assures that:**

1. It made the State plan publicly available for public comment[9] for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval, and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

[9] **An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.**

B. EDGAR Certifications

- **By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:**

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has the authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- **The eligible agency certifies and assures compliance with the following enclosed forms:**

9. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
10. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
11. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
12. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

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IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. ***This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.***

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). ***The percent should equal not more than 5 percent of the funds allocated to the eligible agency, as noted on Line 1, or $250,000, whichever is greater.***

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. ***The percent should equal not more than 10 percent of the funds allocated to the eligible agency, as noted on Line 1.***

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and
(c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. ***The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency, as noted on Line 1.***

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. ***The amount of funds should be not less than $60,000 and not more than $150,000.***

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. ***The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or $50,000.***

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and

institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. ***The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.***

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. ***The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.***

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. ***The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.***

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. ***The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.***

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B. Budget Form

State Name: Alabama

Fiscal Year (FY): 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	**Not applicable**	$21,363,147
2	**State Administration**	5%	$1,068,157
3	**State Leadership**	10%	$2,136,314
4	• Individuals in State Institutions	.9%	$20,000
4a	– Correctional Institutions	**Not required**	$0
4b	– Juvenile Justice Facilities	**Not required**	$20,000
4c	– Institutions that Serve Individuals with Disabilities	**Not required**	$0
5	• Non-traditional Training and Employment	**Not applicable**	$60,000
6	• Special Populations Recruitment	0.1%	$21,363
7	**Local Formula Distribution**	85%	$18,158,675
8	• Reserve	10%	$1,815,868
9	– Secondary Recipients	70%	$1,271,108
10	– Postsecondary Recipients	30%	$544,760
11	• Allocation to Eligible Recipients	%	$16,342,807
12	– Secondary Recipients	70%	$11,439,965
13	– Postsecondary Recipients	30%	$4,902,842
14	**State Match *(from non-federal funds)***	**Not applicable**	$1,068,157

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V. STATE DETERMINED PERFORMANCE LEVELS

A. Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide—

   Column 2: Baseline level

   Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—

   i. Prior to the third program year covered by the State Plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
   ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

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Text Box 8: Statutory Requirements for State Determined Performance Levels

(III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—

- **(aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;**
- **(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and**
- **(cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;**
- **(dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;**
- **(ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and**
- **(ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.**

(Section 113(b)(3)(A)(i)(III) of Perkins V)

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Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

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Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[10]	4S1	Non-traditional Program Concentration
The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (*optional)*: The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, …	Program Quality – Other

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Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.[11]	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[12]	3P1	Non-traditional Program Concentration

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[11] **This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program**

B:State Determined Performance Levels (SDPL) Form

State Name: Alabama

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	86%	88%	89.07%	90.14%	91.21%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	45%	48%	50.31%	52.62%	54.93%
2S2: Academic Proficiency in Mathematics	35%	45%	48.07%	51.14%	54.21%
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement	83%	95%	96.31%	97.62%	98.93%
4S1: Non-traditional Program Concentration	22%	35%	38.07%	41.14%	44.21%
5S1: Program Quality – Attained Recognized Postsecondary Credential	91%	91%	91.69%	92.38%	93.07%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other[13]	N/A	N/A	N/A	N/A	N/A

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[13] **The Perkins V State Plan Portal will allow an eligible agency to include on this form as many "other" program quality indicators as they choose.**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Postsecondary Indicators					
1P1: Post-Program Placement	74.9%	76.83%	78.76%	80.69%	82.62%
2P1: Earned Recognized Postsecondary Credential	65.3%	67.97%	70.64%	73.31%	75.98%
3P1: Non-traditional Program Concentration	28.1%	33.63%	39.16%	44.69%	50.22%

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(Appendix One)
Dear Stakeholder:
The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorizes the *Carl D. Perkins Career and Technical Education Act,* which provides roughly $1.3 billion annually in federal funding, administered by the U.S. Department of Education, for career and technical education (CTE) for our nation's youth and adults. It represents an important opportunity to advance the Department's vision for our nation's CTE system: *Expand opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.*

Key provisions in the new law include requiring extensive collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study. Introducing a needs assessment to align CTE programs to locally identified high-wage, high-skill, or in-demand career fields.
You are invited to participate in strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas and promoting innovative practices to reshape where, when, how, and to whom CTE is delivered. Expanding the reach and scope of career guidance and academic counseling, as well as revising and expanding the list of special populations to be served and requiring States to set aside funds to recruit and serve these students in CTE programs.
A series of meetings have been scheduled around the State so that you can provide input as we "rethink" CTE in Alabama. Please select a date and location to attend, so that you can help us create big and bold goals for CTE in Alabama under this newly authorized Perkins V statute.

Informational Meeting and the Comprehensive Local Needs Assessment, 5:30 to 7:30 p.m.

REGION	DATE	TIME	LOCATION
Region One	July 18	5:30 – 7:30	Calhoun Community College
Region Two	July 25	5:30 – 7:30	
Region Three	August 1	5:30 – 7:30	
Region Four	August 8	5:30 – 7:30	
Region Five	August 15	5:30 – 7:30	
Region Six	August 22	5:30 – 7:30	
Region Seven	August 29	5:30 – 7:30	

Local Stakeholder Input, 5:30 to 7:30 p.m.

REGION	DATE	TIME	LOCATION
Region One	September 12	5:30 – 7:30	
Region Two	September 19	5:30 – 7:30	
Region Three	September 26	5:30 – 7:30	
Region Four	October 3	5:30 – 7:30	
Region Five	October 10	5:30 – 7:30	
Region Six	October 17	5:30 – 7:30	
Region Seven	October 24	5:30 – 7:30	

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State WIOA Board and State Stakeholders Training
June 28th, ACCS, 3rd Floor, President's Conference Room, 10am to noon

Informational Meeting and the Comprehensive Local Needs Assessment, 5:30 to 7:30pm
Region One—July 18, Calhoun Community College
Region Two—July 25, Gadsden State Community College
Region Three—August 1, Shelton State Community College
Region August—August 8, Lawson State Community College
Region Five—August 15, Trenholm State Community College
Region Six—August 22nd, Enterprise State Community College
Region Seven—August 29th, Coastal Alabama Community College—Bay Minette

Local Stakeholder Input, 5:30 to 7:30pm
Region One—September 12, Calhoun Community College
Region Two—September 19, Gadsden State Community College
Region Three—September 26, Shelton State Community College
Region Four—October 3, Lawson State Community College
Region Five—October 10, Trenholm State Community College
Region Six—October 17, Enterprise State Community College
Region Seven—October 24, Coastal Alabama Community College—Bay Minette

- The combined state plan will be drafted between October 25 and November 30, 2019. The plan will go out for public comment for 60 days between December 1 and January 31, 2020. The plan will be submitted to U.S. DOL/U.S. DOE on February 1, 2020 for up to 120 days of review. This timeline will allow us to prevent the federal review from going beyond the expiration of the current combined plan on June 30, 2020.

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Appendix 2

Perkins V FY2020-FY2023
Local Program Application Template

The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

(1) Provide a description of the results of the Comprehensive Local Needs Assessment conducted under subsection (c);

(2) Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—

(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

(C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

(A) career exploration and career development coursework, activities, or services;

(B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

(5) a description of how the eligible recipient will—

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(B) prepare CTE participants for non-traditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

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D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Appendix 3 Add CLNA

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Appendix Four

Forms

I. Student Definitions

A. Secondary Level

Participants – Students who have earned one (1) or more credits in any CTE program area.
Concentrators – Students who have earned two (2) credits in a single CTE program area where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

B. Postsecondary/Adult Level

Participants – Students who have earned one (1) or more credits in any CTE program area.
Concentrators – Students who complete a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

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A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year) (7/1/18-6/30/19)**
1S1 Student Graduation Rates 113(b)(2)(A)(i)(I)	**Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated using the state's computation of its graduation rate as described in Section 8101 of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 8101 of the ESEA.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**
2S1 Academic Attainment - Mathematics 113(b)(2)(A)(ii)	**Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act based on the scores that were included in the state's computation of mathematics proficiency and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the state's computation of mathematics proficiency and who, in the reporting year, have left secondary education.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**

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Column 1	Column 2	Column 3	Column 4
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)** **(7/1/18-6/30/19)**
2S2 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(ii)	**Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading assessment administered by the state under Section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act based on the scores that were included in the state's computation of reading proficiency on the federal report card and who, in the reporting year, left secondary education.** **Denominator: Number of CTE concentrators who took the ESEA assessments in reading whose scores were included in the state's computation and who, in the reporting year, left secondary education.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**
2S3 Academic Attainment – Science 113(b)(2)(A)(ii)	**Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school science assessment administered by the state under Section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act based on the scores that were included in the state's computation of science proficiency and who, in the reporting year, left secondary education.** **Denominator: Number of CTE concentrators who took the ESEA assessments in science whose scores were included in the state's computation of science proficiency and who, in the reporting year, have left secondary education.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**

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Column 1	Column 2	Column 3	
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	
3S1 Post-program Placement 113(b)(2)(A)(iii)	**Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, peace corps, or employment in the second quarter following the program year in which they left secondary education.** **Denominator: Number of CTE concentrators who left secondary education during the reporting year.**	**State and Local Surveys**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**
4S1 Non-traditional Concentrators 113(b)(2)(A)(v)	**Numerator: Number of CTE concentrators from underrepresented gender groups in a program that leads to employment in non- traditional fields during the reporting year.** **Denominator: Number CTE concentrators in a program that leads to employment in non- traditional fields during the reporting year.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**

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5S1 **Graduates with a Post-Secondary Credential** **113(b)(2)(A)(iv)(I)(aa)**	**Numerator: Number of CTE concentrators who obtained industry-recognized post-secondary credential during grades 8-12.** **Denominator: Number of CTE Concentrators in graduating cohort.**	**State and Local Administrative Records**	**Baseline determined by averaging academic reporting years 2017-2018 and 2018-2019**

Alabama will remain consistent with its rigorous goals set forth in its ESSA plan by setting goals in the same manner. Decreasing the percentage of non-proficient Career and Technical students in 2030 school year by half. Long-term goals, as well as annual targets for improvement, have been established for the state as well as each district and school Specific accountability data results will be published annually as required in the CAR. Because this is a four-year plan, some targets listed on the plan depict the first four years of the projected targets.

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Jobs for Veterans' State Grants

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to states and U.S. territories (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported quarterly (using four "rolling quarters") on a Program Year basis using automated reports prepared from the Alabama Job Link (AJL) data system and the ETA-9173 reports from the U.S. Department of Labor. Currently, VETS JVSG operates on a five-year (FY 2020-2024), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

A. <u>Projected Employment Outlook for Veterans</u>

Alabama's unemployment rate is 3.1 percent. The unemployment rate for Veterans is 3.9 percent, or approximately 8,000 Veterans looking for work. Forty percent of unemployed Veterans are over age 55. The unemployment rate for Post 9/11 Veterans is 3.8 percent, but for the 45 percent of Post 9/11 Veterans who served in Iraq or/and Afghanistan the unemployment rate is higher at 5.7 percent. Currently in Alabama there are more than 300 aerospace and defense companies with more than 61,000 employees and more than $8 billion in defense contracts. Alabama continues to benefit from strong foreign investment, driven in part by significant economic incentives, including workforce job-driven training provided through the Workforce Innovation and Opportunity Act (WIOA) Program, and Alabama Industrial Development and Training (AIDT), an independent agency under oversight by the Alabama Secretary of Commerce, which encourages manufacturers to establish operations in Alabama where they can grow and do what they do best – make products ranging from automobiles and engines to chemicals and carbon fibers, from water heaters and work gloves to vitamins and food products.

Current economic expansion in Alabama is not limited to a single industry or geographic location. Veterans in Alabama will continue to be advantaged by emerging jobs from major expansions. In the automotive sector, Hyundai has a $388 million technology upgrade in process at its Montgomery facility, and Mazda Toyota is locating a $1.6 billion manufacturing plant in Huntsville. A large auto supplier network has also sprung up in Alabama, such as South Korean international automotive supplier Daechang Seat Co., Ltd. USA. They are investing in a $9 million facility that is forecast to bring 100 jobs to Phenix City in the Spring of 2020. In Andalusia, Shaw Industries, a company which employs 1,000 in creating fibers used in carpet, is moving forward on a $250 million expansion which is set to be completed in 2020. In Mobile, French-owned Airbus employs 1,000 at its $600 million facility, producing 40 to 50 aircraft annually. They are in the process of adding a 2nd final assembly line and have launched 2 new hiring programs designed to train and employ those with little-to-no aviation experience. Also, in Mobile, the Australian shipbuilder Austal Ltd. expanded its workforce by 3,500 to build Littoral Combat Ships for the U.S. Navy, thus far having 12 ships either recently completed or still in production, with new contracts for at least 5 more. The Mobile area has also been bolstered by 2 significant additions: a $135 million, 2.6 million square feet Wal-Mart distribution center which

employs 750 with an average starting wage of $16.50 per hour; and a new 362,000 square feet Amazon distribution center which employs 1,500 and offers a starting wage of $15.00 per hour.

To promote the hiring and retention of eligible Veterans and other Eligible Persons:

1. Alabama will continue with plans under the Accelerate Alabama initiative that will include the services provided by Alabama Career Centers affiliated with the American Job Center network to include Veterans and Eligible Persons with resources and emphasis for technical training and higher education.
2. Increase business services outreach to Federal defense contractors and subcontractors, such as Austal Ltd. of Mobile for work on the Navy's Littoral Combat Ship; Northrop Grumman of Huntsville for research and development services in support of integrated missile defense; Boeing Corporation for work on Army helicopters; L-3 Coleman Aerospace of Huntsville from the Missile Defense Agency.
3. Expand the WIOA OJT and AIDT training and job opportunities listing on the Alabama's automated data system to increase priority referral of Veterans and Eligible Persons to jobs and job training.
4. Increase employer outreach in the automotive and aviation manufacturing sectors which employ many Recently Separated Veterans and pay the highest average wages of manufacturing industry in Alabama – nearly $75,000.00.
5. Encourage more Veterans to enroll in the State's workforce job-driven training, in trade, manufacturing, and shipbuilding apprenticeship programs offered through the Alabama Industrial Development Training (AIDT) to increase the entered employment rate of Recently Separated Veterans and long-term unemployed, older Veterans.
6. Expand innovative partnerships such as the initiative of the Alabama Career Center in Mobile, American Job Center affiliate that is training Veterans in the welding training and certification program under a joint-venture by AIDT with the ship building industry. Historically, Veterans who complete training are placed in well-paying and stable jobs.

B. <u>Targeting Services to Veterans with Significant Barriers to Employment (SBEs):</u>

Alabama Career Centers in the statewide American Job Center (AJC) network will provide comprehensive employment, training, and career placement services to nearly 23,688 Veterans a year through a combination of internet-based job services and personal assistance. Alabama has more than 28,000 residents currently serving in the Armed Forces, and of that nearly 20,000 are in National Guard and Reserve components. The Alabama National Guard alone has a $1.3B economic impact in the state. The Alabama Career Center system in the AJC network operates under the auspices of the Alabama Department of Labor, the state agency responsible for providing employment and related services to Veterans, and is authorized by the Governor to make application for funds to carry out the Jobs for Veterans State Grant (JVSG) Disabled Veterans Outreach Program (DVOP) and Local Veterans Employment Representative (LVER) program as mandated under Title 38 U.S.C. Chapter 41.

The state automated data system enables Veterans to use self-services, including registration. This approach enables DVOP specialists to review the registrations and resumes submitted by Veterans on-line and then contact Veterans who appear to need further assistance. Alabama DVOP specialists prioritize their efforts with Veterans who are facing significant barriers to employment (SBEs). The assignment of DVOP specialists at specific Alabama Career Centers in the statewide AJC network is based on a strategy to ensure Veterans with SBEs are priority customers in the Alabama Workforce Development system. Although many Veterans can and will use the internet-based self-registration and

various self-service features, Veterans with SBEs are provided individualized services. Veterans who enter the Alabama Workforce Development system at an AJC are served initially by Wagner-Peyser Career Center Specialists. For Veterans who appear to have an SBE (as defined by Veterans Program Letters (VPL) 03-14, VPL 04-14, and VPL 03-19) Career Center Specialists will offer additional services, to include referral to a DVOP who will provide individualized services and case management services:

1. All Veterans enrolled in the Five-track Employment Program administered by the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment (VR&E) Service, covered in a separate agreement with VR&E, determined to be "Job-Ready" by VR&E will be referred by a VR&E Employment Coordinator to the state's Individualized Services Coordinator (ISC), who will refer the Job Ready VR&E client to an appropriate AJC Manager for case management and job placement services.
2. Homeless Veterans, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a)).
3. Veterans lacking a high school diploma or equivalent certificate.
4. A recently-separated service member, as defined in 38 U.S.C. Subsection 4211(6), who at any time in the previous 12 months has been unemployed for 27 or more consecutive weeks.
5. Low-income Veterans, as defined by WIOA Section 3(36)).
6. A Veteran who is an ex-offender, as defined by WIOA Section 169, who either (a) has been subject to any stage of the criminal justice process for committing a status offense of delinquent act, or (b) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts.
7. Veterans ages 18-24 years old transitioning from active military service.
8. A Special Disabled Veteran or Disabled Veteran, as those terms are defined in 38 U.S.C. Subsection 4211(1). Special Disabled and Disabled Veterans are those who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or, were discharged or released from active duty because of a service-connected disability. Veterans in the categories above will be provided a Comprehensive Assessment of Employability, addressing barriers to employment and a written Individual Employment Plan (IEP) outlining the individual's employability planning.
9. Vietnam-era Veterans, as defined in VPL 03-19, are those with any part of active military, naval, or air service during the Vietnam era. 38 U.S.C. 101(29) defines "Vietnam era" to mean the period beginning on February 28, 1961, and ending on May 7, 1975, in the case of a Veteran who served in the Republic of Vietnam during that period; and the period beginning on August 5, 1964, and ending on May 7, 1975, in all other cases.

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Locating Priority Group Veterans

Veterans in priority groups will be located in the state automated data system by developing special reports and search capabilities of the system. Extensive outreach will be conducted to locate Veterans who may benefit from DVOP services, such as outreach to homeless shelters, Community agencies that provide services to homeless individuals, and through participation in special events such as Homeless Veteran Stand Downs or Veterans Courts.

Employment Service Case Management by DVOP Specialists

Standard DVOP case management practices will include:

1. Assisting Veteran-clients in development of job objectives and a resume.
2. Identifying significant barriers to employment.
3. Referring or assisting Veteran-clients to appropriate supportive services.
4. Determining a Veteran-client's economic need.
5. Identifying training or educational goals.
6. Documenting contact with employers on behalf of individual clients.
7. Maintaining current contact information.
8. Documenting job referrals.

DVOP specialists will use the state automated data system case management feature to load cases into "My Cases" portfolio. Case management review of the caseload for every DVOP specialist under the state automated data system "My Cases" feature will be conducted by Employment Service Managers on a monthly basis to ensure adherence to required practices and privacy concerns. Employment Service Managers will also review the "My Cases" portfolio of their DVOP specialists to identify effective performances (best practices and success stories) and shortcomings in services needing correction. DVOPs will use reports provided from the state automated data system to outreach and contact Recently Separated Veterans, ages 18 to 24, and Veterans receiving ex-service member Unemployment Benefits (UCX) for the purpose of offering job placement or job training services. Veterans responding to this outreach will be provided assessment services to determine their readiness to apply for employment opportunities in there are of choice with their current skills. Assessment will include evaluating the additional skills needed for employment with employers having those jobs. This approach provides Veterans with customer choice as to specific occupations for which to begin training. Veterans are also acquainted with the AJC resources that are available to pursue job-driven training in emerging industries, such as fast-growing jobs in Green industries.

Measuring Performance Outcomes

For comparison of performance to negotiated outcomes, state Individual Service Coordinators (ISC) will use automated reports prepared from the state automated system and the ETA-9173 reports from the U.S. Department of Labor. Additionally, AJC Managers will submit a Manager Quarterly Report on Services to Veterans in the format approved by the U.S.

Department of Labor, Veterans Employment and Training Service. AJC Managers will also provide an assessment as to whether individualized services provided by DVOP specialists assigned to them are being correctly documented and effective.

C. Planned Deployment of Grant-Funded Staff

JVSG funds allocated to Alabama will support 21 Full-Time Equivalent (FTE) DVOP positions, 12 FTE LVER positions, and 3 Consolidated DVOP/LVER positions. All LVER, DVOP and Consolidated positions are state merit system employees. LVERs, DVOPs and Consolidated positions will be assigned to Alabama Career Centers in the AJC network to ensure maximum effectiveness and complete integration of grant activities and services on behalf of Veterans. As described in Title 38 U.S.C. Chapter 41, LVERs and DVOPs have distinctly different roles and responsibilities in support of Priority of Service to Veterans and Eligible Persons in service delivery programs carried out by the AJCs.

The activities and functions of LVERs and DVOPs funded under the grant will be carried out in strict adherence to the Wagner-Peyser Act, as amended; the Workforce Innovation Opportunity Act, as amended; and Title 38 U.S.C., Chapters 41 and 42, as amended by the Jobs for Veterans Act (Public Law 107-288), and will be subject to the provisions of the grant and supplementary operating requirements that may be promulgated through Veterans Program Letters (VPLs), and related guidance from Veterans Employment and Training Service. All LVER and DVOP specialists as required by the Jobs for Veterans Act, as amended, will attend training at the National Veterans Training Institute (NVTI) within 18 months of their hire date. Applications for NVTI mandated training will be submitted by the AJC Manager to the State Director, Veterans Employment and Training Service (DVET), or designated NVTI coordinator, within one month of hire date. LVER and DVOP assignments are made in consultation with the DVET.

DVOPs are to be located in proximity to community organizations and other entities serving Veterans with significant barriers to employment, and where DVOP outreach is effective at locating Veterans with SBEs and other Eligible Persons in need of individualized services and case management, as prescribed in VPLs 03-14, 04-14, and 03-19, such as locations within the U.S. Department of Veterans Affairs that provide medical and benefits services, other U.S. Department of Labor grant recipients offering services to homeless Veterans and Veterans who have been justice involved, with an emphasis on extending outreach to Veterans and Eligible Persons who are educationally and economically disadvantaged. DVOPs assigned to work for Managers of Alabama Career Centers in the AJC network will accept only Veteran-clients referred by Career Center Representatives and determined to have an SBE, as per the definition

D. DVOP Specialists

DVOP duties will be assigned in accordance with 38 U.S.C. Subsection 4103A, as amended by the Jobs for Veterans Act (Public Law 107-288). DVOPs are Employment Service (ES) staff, with principle duties to carry out individualized services to meet the employment needs of eligible Veterans, and the following priority in the provision of services:
(a) Special disabled Veterans (b) Other disabled Veterans. (c) Other eligible Veterans determined as priority, considering applicable rates of unemployment and the employment emphasis for covered Veterans under federal contracts. DVOPs service only Veterans with SBEs as defined by VPLs 03-14, 04-14, and 03-19.
Veterans using self-service to register on the internet-based Alabama Job Link will be Identified from reports prepared for AJC Managers to determine if the Veterans may have an SBE and could benefit from DVOP follow-up and individualized services.
Alabama DVOP Role and Responsibilities Listed by Task and Activities:

Individualized Services

1. DVOPs will facilitate individualized services under a strategy of case management to Veterans with special employment and training needs due to an SBE, as defined by VPLs 03-14, 04-14, and 03-19. These services may include any combination of services listed below, but at a minimum, a comprehensive assessment of employability and a written individualized employment plan are required in a program of case management. All services are to be documented including assessments, career supportive services, referrals to job training, and referral of "Job Ready" clients to Career Center Business Service Representatives (BSRs) or LVERs.
2. DVOPs prioritize services to Veterans with SBEs who are economically or educationally disadvantaged; Veterans enrolled as clients of Vocational Rehabilitation administered by the U.S. Department of Veterans Affairs, Veterans who are homeless; and other Veterans identified as need individualized assistance and case management as determined by the Assistant Secretary for Veterans Employment and Training Services.
3. DVOPs provide case management to Veterans with significant obstacles and challenges to employment.

Outreach

DVOPs will conduct outreach activities or provide services at alternative service locations to locate candidates who could benefit from individualized services and market these services to potential client in programs and places such as Vocational Rehabilitation and Employment (VR&E), Homeless Veterans Reintegration Project (HVRP), and U.S. Department of Veterans Affairs (VA) hospitals and Vet Centers, with an emphasis on meeting the needs of those who are unable to obtain employment through core services.

Referral to Training

DVOPs will work with homeless shelters, civic and community agencies, WIOA partners in the AJC network, vocational rehabilitation agencies, the AIDT program, and other training providers to locate Veterans in need of individualized employment services. Veterans having SBEs will be referred to DVOPs for individualized services. DVOPs could also be assigned to orientation sessions hosted by the U.S. Department of Veteran Affairs, Vocational

Rehabilitation and Employment (VR&E) to assist potential VR&E clients to make good choices in their Chapter 31 occupational and career training.

E. LVER Staff

LVER duties will be assigned in accordance with 38 U.S.C. Subsection 4104, as amended by the Jobs for Veterans Act (Public Law 107-288), the Special Grant provisions of the JVSG, and VPLs 03-14, 04-14, and 03-19 to exclusively benefit Veterans and other Eligible Persons by promoting the advantages of hiring Veterans to employers, employer associations, and business groups, as well as those duties that facilitate employment, training, and placement services furnished to Veterans through the Career Centers within the AJC network of providers. In Alabama, LVERs are assigned as team members in Business Service Units to: (a) advocate for all eligible Veterans and Eligible Persons served by the AJC with business, Industry, and other community-based organizations by participating in appropriate outreach activities such as job and career fairs, conducting job search workshops with employers, employer summits, coordinating with unions, apprenticeship programs, and business organizations to promote and secure employment and training programs; and (b) facilitate employment, training, and placement services furnished to Veterans through the labor exchange services offered under the Wagner-Peyser Act and the Jobs for Veterans Act, as amended (Ref. 20 CFR part 1010).

The purpose of conducting outreach to employers in the area is to develop relationships, jobs, training, or training opportunities for Veterans and other Eligible Persons. The purpose of conducting seminars and establishing self-directed job search work groups is to ensure a greater number of eligible Veterans and other Eligible Persons have the skills needed to find employment.

Alabama LVER Roles and Responsibilities Listed by Tasks and Activities:

Expanding the Capacity of the Workforce Development System to Assist Veterans

1. LVERs will assist and facilitate in expanding the capacity of other Career Center partners in the AJCs in providing assistance and training to Veterans and Eligible Persons by taking actions to ensure Veterans are provided easier access to the full range of labor exchange services needed to meet their employment and training needs.
2. LVERs will work with other Workforce Development providers to develop their capacity to recognize and respond to these needs. Responsibilities may include the following activities: (a) train other staff and service delivery system partners to enhance their knowledge of Veterans' employment and training issues; (b) promote the participation of Veterans inn employment and training; (c) refer Veterans to training and educational opportunities with Career Center (One-Stop) partners as well as other community providers.

3. LVERs provide technical assistance to community-based organizations for employment and training services to Veterans with SBEs.

Advocate for Veterans with Employers and Educational and Training Providers, Unions, Apprenticeship Programs, and the Business Community to Promote Employment and Training Opportunities for Veterans

AJCs will promote job-driven apprenticeship training to Veterans under the initiatives offered through unions, apprenticeship in the trades, as well as the Workforce Innovation and Opportunity Act (WIOA) OJT employment and training programs.

1. LVERs will maintain current information on employment and training opportunities.
2. LVERs will plan and participate in job fairs and employer summits to promote Veterans.
3. LVERs will develop and promote apprenticeship and OJT positions for Veterans with SBEs.

Outreach to Employers on Behalf of Veterans

1. LVERs as team members of the Business Service Units will develop employer relations contact plans for Career Centers in the AJC network. They will also assist to identify federal contractors, and recruit jobs for all Veterans from local employers.
2. LVERs will establish, maintain, or facilitate regular contact with employers to develop employment and training openings for all Veterans.
3. LVERs will monitor job listings by federal contractors and encourage the referral of qualified Veterans who may not have been referred to those jobs by the automated notification/referral system.

Monitor, Evaluate, and Advise Management on Services and Training to Veterans

LVERs are administratively responsible to Managers of Employment Services provided by Career Centers within the AJC network, and will assist the Managers in developing quarterly reports regarding compliance with law and regulations in respect to special services and Priority of Service (POS) for eligible Veterans and other Eligible Persons. Consistent with Title 38 U.S.C. and applicable VPLs, quarterly reports will be forwarded by Career Center Managers, through the line of administrative authority, to the Director of Veterans Employment and Training (DVET) regarding compliance with federal law and regulations with respect to special services and POS for eligible Veterans and other Eligible Persons in the provision of employment services and training, as per 20 CFR part 1010.

LVERs will analyze recorded performance data made available to them through the AJC Veterans reports for the Career Center/AJC to which assigned to determine accomplishments or shortcomings towards meeting the state's LVER performance measures for outcomes.

F. <u>Consolidated DVOP/LVER Staff</u>

In order to expand the quality of services provided under Title 38 U.S.C., Chapters 41 and 42 to Alabama Veterans in rural areas of the state, 3 JVSG funded positions have become Consolidated LVER/DVOP specialists. LVER duties will be assigned (on a half-time basis) in accordance with 38 U.S.C. Subsection 4104, as amended by the Jobs for Veterans Act (Public Law 107-288), the Special Grant provisions of the JVSG, and VPLs 03-14, 04-14, and 03-19 to exclusively benefit Veterans and other Eligible Persons by promoting the advantages of hiring Veterans to employers, employer associations, and business groups, as well as those duties that facilitate employment, training, and placement services furnished to Veterans through

the Career Centers within the AJC network of providers. DVOP duties will be assigned (on a half-time basis) in accordance with 38 U.S.C. Subsection 4103A, as amended by the Jobs for Veterans Act (Public Law 107-288). In the DVOP role, the duties are to carry out individualized services to meet the employment needs of eligible Veterans, and the following priority in the provision of services:
(a) Special disabled Veterans (b) Other disabled Veterans. (c) Other eligible Veterans determined as priority, considering applicable rates of unemployment and the employment emphasis for covered Veterans under federal contracts. DVOPs service only Veterans with SBEs as defined by VPLs 03-14, 04-14, and 03-19.

G. ISC Staff

Alabama has 2 Individualized Service Coordinators (ISC) who assist and provide guidance as necessary to Area Managers, Career Center Managers, LVERs, DVOPs, and Career Center Specialists so that procedures or methods are implemented per Federal, State, and Departmental guidelines in a timely and sufficient manner. They also assist in planning and participating in state workforce development training conferences and workshops with topics regarding priority services to Veterans and marketing Veterans to employers.

Monitor and Guide Services to Veterans

1. The ISCs will ensure understanding of and compliance with laws and regulations with respect to special services and Priority of Service (POS) for eligible Veterans and other Eligible Persons.
2. The ISCs will observe and monitor LVERs, DVOPs, and Career Center team members to identify work flow issues and make necessary suggestions for adjustments to Career Center Managers, Area Managers, and Employment Service Supervisors to ensure the primary goals of the Chapter 31 VA Vocational Rehabilitation are met.
3. Monitor LVERs, DVOPs, and Career Center team member's performance, in a timely manner, so that expectations and accurate feedback are provided to the Career Center Managers concerned, to result in acceptable performance outcomes.
4. Encourage and facilitate cooperation among all agencies and programs providing services and assistance to Veterans to promote maximum awareness and availability of benefits among Veterans, particularly Veterans who may need such services or assistance in gaining employment or job training.

H. Program Integration and Leverage Resources

The partnership agreements among all service providers located within the Alabama Career Center in the statewide AJC network and other strategic outstation activities have been Established or modified to include common focus on services to Veterans. LVER and DVOP services and program activities will be under the auspices of the Employment Service Division of the Alabama Department of Labor, the JVSG grantee and operator of the statewide network of American Job Centers, and a primary partner will all agencies in the Alabama Workforce Development system that includes all approved training providers in the Alabama Career Center system.

LVERs and DVOPs work directly for Employment Service Managers and are tasked to assist

Managers in the evaluation as to the degree of utilization of all services and training by Veterans. LVERs will assist in providing training on Priority of Service (POS) to partners in the statewide network. LVERs will be assigned activities to increase public awareness that eligible Veterans and other Eligible Persons have POS, as defined under 20 CFR part 1010, and will assist Managers in the training of POS requirements to all Career Center partners within the AJC network.

All Career Center staff will assist federal agencies to recruit Veterans, particularly disabled Veterans and Veterans described by the Veterans Employment Service for special emphasis under Title 38 U.S.C. Chapter 42 and the grant provisions, and 20 CFR part 1010 (Priority Service for Covered Persons; and special recruitment initiatives of Veterans by individual federal agencies). As provided for under Title 10 U.S.C., the Alabama Career Center system in the AJC network will provide assistance to military service members and eligible spouses in transition to civilian jobs and careers through the Transition Assistance Program (TAP) at several military facilities in Alabama, and will provide individualized services to Veterans participating in vocational rehabilitation, in cooperation with the U.S. Department of Veterans Affairs (US DVA), as provided under Title 38 U.S.C., Chapter 31. Alabama assigned the State Individualized Service Coordinators to work directly with Employment Coordinators at the US DVA Vocational Rehabilitation and Employment (VR&E) Service to coordinate the referral of "Job Ready" Veterans enrolled in vocational rehabilitation service under Chapter 31 of Title 38 U.S.C. to the AJC for assistance in gaining suitable employment consistent with their vocational rehabilitation plans. Policy for the delivery of Priority of Service (POS) by the State, Local Workforce Investment Boards, and the Alabama Career Centers in the AJC network include the following new or existing measures:

1. The first point of contact for Veterans and Eligible Persons seeking services from Alabama's Career Center System in the AJC network is a Wagner-Peyser grant funded representative. Those who access self-services through the internet will complete a universal application that includes features and questions designed to assist staff members in identifying them for POS and training at any point of entry into the Workforce Development system. Additionally, AJC locations will use signage, graphics, and displays to create awareness of the policy that requires Priority of Service for eligible Veterans and eligible spouses.
2. The Governor of Alabama established the Alabama Workforce Council and appointed state leaders in business, industry, education, and government to improve collaboration between educators and employers so that job seekers can identify and participate in job-driven training that fits the skills sets needed for jobs available in business and industry. The grantee is a member of the council, which will be helpful in connecting military skill sets to corresponding job-driven occupational training.

Partnerships and Alliances with Supportive Services

The State of Alabama has made a commitment to provide the best possible services to our nation's military service members, Veterans and their families (SMVF) by establishing the Alabama Executive Veterans Network (AlaVetNet) Commission through Executive Order 42 signed by the Governor on 10 December 2013, and the Commission's mission was expanded by Executive Order 712 signed by Governor Kay Ivey on 8 November 2017. The Commission is comprised of the following state agencies: Department of Veterans Affairs; Department of Mental Health; Alabama National Guard; Department of Labor; Serve Alabama; Office of the Attorney General; Department of Education; Department of

Corrections; Department of Economic and Community Affairs; Department of Post-Secondary Education; Commission on Higher Education; Department of Rehabilitation Services; Department of Public Health; Medicaid Agency; Law Enforcement Agency; Department of Human Resources; Department of Transportation; and Office of the Chief Justice.
The Executive Order requires the AlaVetNet Commission to study and evaluate all services in the state and direct at improving the well-being of SMVF in the areas of education, employment, health, homelessness, and legal assistance. The Commission also includes family services. The six committees functioning under its authority developed a Long Range Plan of Recommendations to assist SMVF in the areas of Behavioral Health, Education, Employment, Homelessness, Legal Assistance, and Family Services. The statewide AJC network is an integral partner in the coordination of all state resources and services to assist SMVF, which to the extent possible, is to be based on using best practices combined with innovation.

Integration of VA VR&E Programs

The VR&E Partnership is fully integrated into the statewide automated network as a required component of the LVER-DVOP grant (VPL 01-09 dated 11 December 2008). DVOP representatives will case manage all active VR&E clients referred from VR&E Counselors, in addition to Veterans with other SBEs. DVOP specialists' primary role with VR&E clients is to assist VR&E Counselors and Veteran-clients to develop career objectives and an effective employment plan. Other Employment Service case management services to be documented include assessment of vocational or training needs, and economic considerations. Employment barriers with regard to the job search are to be described with the detail needed for carrying out successful job referrals or job development with potential employers. Services, job referrals, and contact with specific employers on behalf of clients are to be documented using the automated data system case management screens. VR&E clients will have a services screen entry that identifies the client as "Job Ready", as determined by VA VR&E.

Integration with other VETS Initiatives and Programs

Alabama will continue to conduct training sessions with LVERs, DVOPs, and AJC Managers on development of initiatives that will promote the hiring of returning and transitioning Alabama National Guard members, Reservists, and other Veterans such as participants in Transition Assistance Program (TAP) workshops. The priority group in this effort are returning Alabama National Guard members and Reservists, particularly those on medical hold and awaiting medical discharge. Alabama has a partnership with the U.S. Department of Veterans Affairs, Vocational Rehabilitation and Employment Division (VA VR&E) to ensure military personnel at Warrior Transition Units are afforded services offered by VETS through the state's JVSG. TAP is conducted by the VETS contractor at the U.S. Army installations at Fort Rucker and Redstone Arsenal.

Integration into Statewide AJC Training

LVERs and DVOPs funded under the JVSG will participate in many outreach, training, and supportive service opportunities that will require continuous professional development of their skills and knowledge of resources that may be available to assist Veterans. For that purpose, Alabama will budget approximately $55,000.00 of the projected allocation to conduct all Alabama Veterans' Training Conferences. The training agendas will be developed in consultation with the Alabama DVET and may include professional training provided by the National Veterans' Training Institute (NVTI), in accordance with VPLs 06-09

and 05-18, or an annual professional training conference to improve LVER-DVOP skills/knowledge, and to foster effective working relationships with Workforce Development partners and agencies in the AJC network. Appropriate NVTI off-site course(s) of instruction and the development of agendas for quarterly Alabama Veterans' Training Conferences will be in consultation with the DVET to ensure all NVTI training and conference agendas will be in keeping with our mission. Requests for NVTI off-site training will be submitted per VPL 05-18 or the latest guidance.

Special Efforts to Homeless Veterans

Many agencies and volunteer groups have formed coalitions which plan several Veterans Stand Down events across the state each year. LVERs will provide homeless Veterans with job development services, and DVOPs will provide individualized services under the case management approach to identify basic needs regarding safety, health, and shelter. Follow up case management services in this effort will include referral to employment and WIOA training providers to identify individual training needs. Assistance is provided to the homeless Veterans on how to find employment opportunities in their specific locality, as well as how to relate their skills and experience into new work in other industries and occupations. Some of the locations where our agency is partnering with coalitions to assist homeless Veterans are as follows:

1. Mobile – Grant funded staff members in the Alabama Career Center in Mobile have developed a partnership with Housing First, A Homeless Coalition. This Coalition, joined by the Mobile AJC, puts together an annual 'Project Homeless Connect' event. During this event the homeless are connected with an extensive list of service providers for needs such as clothing, food, health care, housing, employment or skills training, legal help, haircuts, and identification cards. The grant funded staff members also meet regularly with residents of Eagles Landing, a supportive housing complex for homeless Veterans operated by Volunteers of America. Job search and case management services are provided, as well as resume, job search, and soft skills workshops.
2. North Alabama - the Alabama Career Centers in the AJC network partner with Stand Down Together Huntsville Inc., which is a 501(c)3 Agency that assists homeless and at-risk Veterans in north Alabama to become self-sustaining members of their community.
3. Dothan – the Career Center partners with the South East Alabama Coalition on Homelessness (SEACH) to provide employment services to homeless Veterans.
4. Birmingham – under an agreement with Alethia House, which was awarded a grant by VETS under the Homeless Veterans Reintegration Act (HVRP), DVOPs are assigned to assist homeless Veterans to acquire skills training and employment. In addition, the AJC and JVSG staff are active participants in the annual Metro Birmingham Alabama Veterans Stand Down, sponsored by the Birmingham VA and Disabled American Veterans (DAV) Chapter #4. Our agency joins with the VA Medical Center staff, other federal agencies, Veteran organizations, and community support organizations to provide homeless Veterans and their families with employment services, basic healthcare, mental health and spiritual counseling, and clothing.
5. Montgomery - under an agreement with Alethia House, which was awarded a grant by VETS under the Homeless Veterans Reintegration Act (HVRP), DVOPs are assigned to assist homeless Veterans to acquire skills training and employment.

I. <u>Priority of Service</u>

In affiliation with the American Job Center (AJC) network, the Alabama Veterans' Services Program within the Alabama Career Center system shall offer comprehensive employment and career placement service to nearly 23,688 Veterans per year, through a combination of self-service internet-based job services and direct assistance at AJCs throughout the state. The state's automated data system, as a point of entry for self-service registration, provides a priority service notification to Veterans and covered persons at https://joblink.alabama.gov/ada/mn_veterans_dsp.cfm .
Veterans and persons entitled to priority services and training complete a universal application that includes features and questions designed to assist staff members in identifying them for priority services and training at the point of entry into the Workforce Development system. Veterans who can use the automated data system competently are encouraged to self-register and make maximum use of the automated access to resources. Career Center Specialists and Veterans' Employment Specialists review applications submitted by Veterans and other Eligible Persons who register using self-service for the purpose of assessing the quality of the applications and resumes to ensure they reflect clearly stated job objectives, meaningful information with regards to work history, education and training, and that Veterans resumes represent Veteran job seekers adequately to enable employers to locate qualified Veterans for job openings.

Another action to ensure that Veterans receive priority is the 24-hour email alerts sent to Veterans on any matching work we find in the data system. Priority service is also provided when Veterans, or others eligible for priority, are identified at intake when registering for services at any AJC or other service delivery points. Career Center Specialists will ensure that each Veteran completing a full application will have properly recorded their skills, education, training, job or career interests, work experience, licenses or certifications, employment availability, contact information, and other vital information. Additionally, AJCs will use signage, graphics, and displays to inform Veterans and Covered Persons of priority service (as described under Title 38 U.S.C., Chapter 41 and 20 CFR part 1010) and as applicable to all federally funded employment services and training. Moreover, local Career Center Managers will develop outreach activities to locate Covered Persons under Veterans Priority. Managers or designated representatives will review special reports generated by the state data system for the purpose of identifying Veterans and Covered Persons who may be contacted and made aware of their priority in services and training. Career Center

Managers will develop local service strategies and training goals for Veterans and Covered Persons entitled to Veterans Priority, in consultation with their partner agencies and training providers, to encourage maximum utilization of services and training by Veterans and Covered Persons.

All Alabama Workforce Development regions have implemented Veterans Priority in the State WIOA and Wagner-Peyser Plan of Service. Disabled Veterans Outreach Program (DVOP) Specialists and Local Veterans Employment Representatives (LVER) shall compliment Priority of Service (POS) provided by the AJC to Veterans and Covered Persons, as mandated under Title 38 U.S.C., Chapter 41, and in accordance with the general and special provisions of the Jobs for Veterans State Grant (JVSG), and applicable regulations, policies, and directive guidance for JVSG from the Assistant Secretary, Veterans Employment and Training (ASVET),

including Veterans Program Letters (VPL) addressing DVOP-LVER Roles and Responsibilities. The Alabama strategy leverages improvements in technology to enable Career Center Specialists to locate and review the resumes of Veterans using on-line self-services for the purpose of offering helpful advice or suggestions on presenting their skills and abilities to prospective employers, because the data system is designed to support employers searching for key words, and automatically flags the resumes of Veterans and Covered Persons who are identified as qualified candidates within the parameters entered by the employers. This advantage offers Veterans and Covered Persons a Priority in Service and enables an employer to contact them directly, with or without a referral through a posted job order.

J. Performance Incentive Awards

The intent of the Alabama Veterans Performance Incentive Award Program is to encourage the improvement and modernization of employment, training, and job placement services for Veterans, and recognize eligible employees in the AJC network for excellence in providing such services and training, or for having made demonstrative improvements in service delivery and training for Veterans. The Alabama Veterans Performance Incentive Award program emphasizes fostering and strengthening partnerships that excel in services to Veterans. As per Title 38 U.S.C., part 4112, and the Jobs for Veterans State Grant Special Provisions, states are to set aside one percent of their grant award to provide Veterans Performance Incentive Awards.

Eligibility for the Alabama Veterans Performance Incentive Award

This award is for LVERs, DVOPs, and the State's Workforce Development employees who provide services to Veterans under the Jobs for Veterans State Grant, the Workforce Innovation Opportunity Act (WIOA), and the Wagner-Peyser Act. As defined in the Alabama Labor Administrative Code Subsection 480-2-1-.03, the Secretary of the Alabama Department of Labor is responsible for the awarding of cash awards only to eligible recipients, and for the administration of the awards program pursuant to law and the Special Provisions of the Jobs for Veterans State Grant.

The Alabama Veterans Incentive Award Program as approved for Alabama stipulates that Recipients of Veterans Performance Incentive Awards will be individuals. Therefore, to nominate an entire unit, such as an Alabama Career Center, or a specific unit (such as the Business Service Unit), the nomination must list the individual members and show what contribution was made by each member in the performance or accomplishment being considered for the award. Nominees must be funded from a grant from the U.S. Department of Labor.

Selection of Veterans Performance Incentive Awards

Selection of awardees may involve evaluating both objective and subjective data per VPL 02-07. Nominees must have demonstrated outstanding efforts in providing employment, job and vocational training, job placement, and other employment related services to Veterans or separating military personnel. Services to Veterans having especially significant barriers to employment and job training, such as homeless Veterans and wounded or seriously injured Veterans, will be afforded extra weight in the selection criteria. The nominations may include a combination of performance data; examples of team building or motivation; descriptions of

improvements made to Veterans' employment or training programs; and illustrations of positive feedback from job seeking Veterans and business customers. Priority consideration for a Performance Incentive Award will be provided to providers of outreach and services to Veterans with significant barriers to employment (SBE). As required under the Jobs for Veterans State Grant, Alabama Veterans Performance Incentive Awards will be obligated no later than September 30 of the Fiscal Year and expended no later than December 31.

Appendix 1: Performance Goals for the Core Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

Include the state's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of the Workforce Innovation and Opportunity Act (WIOA).

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	Title I – Adult Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)				
Employment (Fourth Quarter after Exit)				
Median Earnings (Second Quarter after Exit)				
Credential Attainment Rate				
Measurable Skill Gains				

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	Title I – Dislocated Worker Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)				
Employment (Fourth Quarter after Exit)				
Median Earnings (Second Quarter after Exit)				
Credential Attainment Rate				
Measurable Skill Gains				

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	Title I – Youth Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit) [44]				
Employment (Fourth Quarter after Exit)[45]				
Median Earnings (Second Quarter after Exit)				
Credential Attainment Rate				
Measurable Skill Gains				

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[44] For Title I Youth programs, employment, education or training.
[45] For Title I Youth programs, employment, education or training.

	Title II – Adult Education and Family Literacy Act Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)				
Employment (Fourth Quarter after Exit)				
Median Earnings (Second Quarter after Exit)				
Credential Attainment Rate				
Measurable Skill Gains				

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	Wagner-Peyser Act Employment Service Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)				
Employment (Fourth Quarter after Exit)				
Median Earnings (Second Quarter after Exit)				
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	Vocational Rehabilitation Program			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit) [22]	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit) [22]	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit [46]	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate [22]	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains				

	All WIOA Core Programs			
	Program Year:		Program Year:	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Effectiveness in Serving Employers	Not applicable	Not applicable	Not applicable	Not applicable

Additional Indicators of Performance
1.
2.
3.
4.
5.
6.

[46] For the VR program, these indicators are Not Applicable for PY 2020 and PY 2021; however, they will be applicable for PY 2022 and PY 2023.

Revised: 6/26/19

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY ACT (PERKINS V) COMPREHENSIVE LOCAL NEEDS ASSESSMENT

To be eligible to receive financial assistance under this part, an eligible recipient shall-- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. *[Perkins V Sec. 134 (c)(1)(A-B)]*

Instructions: Complete this comprehensive local needs assessment and return on or before Friday, July 31, 2020. No faxed or emailed copies will be accepted. Please use blue ink for all signatures and maintain a copy for your records. Mail to:

Jennifer Burt
Office of Career Technical Education
50 North Ripley Street
Montgomery, AL 36104

Name of Eligible Recipient: _____ **System Code:** _____

(Secondary School System, Community College, or Tribal Education Agency)

(Secondary School Systems Only)

Contact Information

Name of Local Data Contact: _____ **Telephone:** _____

Email Address: _____

CERTIFICATION

I certify that I am authorized by the governing board of the above-named college or school system to submit this Comprehensive Local Needs Assessment; that the data herein is true and accurate; that all assurances, certifications, and disclosures submitted with the Program Application and Accountability Plans for Career and Technical Education will be observed; that the plans herein will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions.

_____ _____

Signature of Secondary School System Superintendent or **Date**

Post-Secondary Community College President

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Overall Demographics and Data for Local Needs Assessment

Perkins V Special Populations Definition *[Perkins V Sec. 3(48)]*

Perkins V defines *``special populations'' as:*

- ***(A)*** ***individuals with disabilities;***
- ***(B)*** ***individuals from economically disadvantaged families, including low-income youth and adults;***
- ***(C)*** ***individuals preparing for non-traditional fields;***
- ***(D)*** ***single parents, including single pregnant women;***
- ***(E)*** ***out-of-workforce individuals;***
- ***(F)*** ***English learners;***
- ***(G)*** ***homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);***
- ***(H)*** ***youth who are in, or have aged out of, the foster care system; and***
- ***(I)*** ***youth with a parent who—***
  - ***a.*** ***is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and***
  - ***b.*** ***is on active duty (as such term is defined in section 101(d)(1) of such title.***

Enter the demographic data for the eligible recipient agency.

		Number	Percent of Total
	Total Enrollment		
	Male		
	Female		
Special Populations	Disabled		
	Low SES		
	Non-Traditional		
	Single Parent		
	Out of work		
	EL		
	Homeless		
	Foster Care		
	Military Family		

DEFINE THE LOCAL AREA FOR DATA – Each eligible recipient must choose one of the following options to identify the local area defined in this assessment.

Choose only one.

Secondary School Recipients	☐	Data in this needs assessment will be drawn from the WIOA Region in which eligible recipient is located.
	☐	Data in this needs assessment will be drawn from the county in which eligible recipient is located plus the contiguous counties. (This may include counties from outside Alabama.)
Post-Secondary Recipients	☐	Data in this needs assessment will be drawn from the college service area of the eligible recipient. Colleges will consult the labor market information for each workforce region within its service area. Commuting patterns within a sixty-mile radius of the college will be taken into account.

IDENTIFY THE DATA SOURCE(S) USED- Each eligible recipient must use labor market data from one of the sources approved by the

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eligible agency. More than one source may be used, but all sources used must be identified.

Approved governmental data sources

☐ Alabama Department of Labor

http://www2.labor.alabama.gov/WorkforceDev/Default.aspx#HDAssoc

Approved commercial data sources

☐ Chmura JobsEQ

☐ EMSI

☐ Student Information Systems (SIS)

☐ Data Access and Exchange (DAX)

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Comprehensive Needs Assessment Worksheet for SECONDARY SCHOOL RECIPIENTS

Enter your disaggregated student data below then use the prompts on the following page to "Evaluate the performance of students ...with respect to state determined and local levels of performance including performance for special populations and each subgroup." *[Perkins V Sec. 134 (c)(2)(A)]*

		1S1 Four-Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals																
	Male																
	Female																
Special Populations	**Disabled**																
	Low SES																
	Non-Traditional																
	Single Parent																
	Out of work																
	EL																
	Homeless																
	Foster Care																
	Military Family																

		2S3 Science Proficiency				3S1 Post-Program Placement				4S1 Non-Traditional Program				5S1, 5S2, or 5S3			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals																
	Male																
	Female																
Special Populations	**Disabled**																
	Low SES																
	Non-Traditional																
	Single Parent																
	Out of work																
	EL																
	Homeless																
	Foster Care																

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	Military Family																

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Comprehensive Needs Assessment Worksheet for POST-SECONDARY RECIPIENTS

Enter your disaggregated student data below then use the prompts on the following page to "Evaluate the performance of students ...with respect to state determined and local levels of performance including performance for special populations and each subgroup." *[Perkins V Sec. 134 (c)(2)(A)]*

		1P1 Retention or Placement				2P1 Post-Secondary Credential				3P1 Non-Traditional Enrollment			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	Totals												
	Male												
	Female												
Special Populations	**Disabled**												
	Low SES												
	Non-Traditional												
	Single Parent												
	Out of work												
	EL												
	Homeless												
	Foster Care												
	Military Family												

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Local Discussion Prompts:

- What data is trending positively or maintaining at a high performance level over the last two years? Your strengths and improvement.
- What data is trending negatively or consistently below desired performance level over the last two years ? Your challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus? List in the table below.

Local CTE Program Summary

Strengths/Improvements	
Challenges	**Proposed Strategies**
Challenge 1.	Strategies to Address Challenge 1
Challenge 2.	Strategies to Address Challenge 2
Challenge 3.	Strategies to Address Challenge 3

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Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students.

[Perkins V Sec. 134 (c)(2)(E)]

1. What strategies are helping students overcome barriers to learning that result in lower rates of access to, or performance gaps in, the courses and programs for special populations?
2. What programs are designed to enable special populations to meet the local levels of performance?
3. What activities help prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency?

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Describe how the CTE programs offered in our CTE District are of sufficient in size, scope, and quality to meet the needs of all students. *[Perkins V Sec. 134 (c)(2)(B)(i)]*

How do you insure CTE programs have adequate SIZE to support a sufficient SCOPE to achieve a QUALITY program?

In-Progress	Compliant	State SIZE, SCOPE and QUALITY Definitions	Notes:
		SIZE: There must be sufficient opportunity for secondary and postsecondary students to be able concentrate and complete programs of study that are aligned with regional employment demands and that allow the students to earn industry-recognized credentials.	
		SCOPE: The programs of study must provide rigorous academic and technical training, as well as soft skills, that give students the opportunity to matriculate through programs and earn industry-recognized credentials. Secondary and post-secondary agencies should work together to ensure students receive training, while engaging in work-based learning activities.	
		QUALITY: The established programs of study will be designed to provide services necessary to support special populations that not only meet and exceed performance targets, but that work toward continuous program improvements.	

Local Discussion Prompts:

- How well are we meeting the state's Size, Scope and Quality definitions?
- In what ways can we improve?

Describe how the CTE programs offered in your CTE Program are: *[Perkins V Sec. 134 (c)(2)(B)(ii)]*

1. Aligned to State, Regional, or Local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways.

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Evaluate progress toward the implementation of CTE programs and programs of study: *[Perkins V Sec. 134 (c)(2)(C)]*[2]

This page should be recreated for each CTE program offered by the eligible recipient.

CTE Program/Pathway Name	# Enrolled (Most recent year)	Top 5 High Wage/In-Demand Occupations (Local/Regional)[1]	# of Openings (Over last years)	Top 5 High Wage/In-Demand Occupations (State)[1]	# of Openings (Most recent period)

		Number	Percent of Total
	Total Enrollment		
	Male		
	Female		
Special Populations	Disabled		
	Low SES		
	Non-Traditional		
	Single Parent		
	Out of work		
	EL		
	Homeless		
	Foster Care		
	Military Family		

Course Sequence

Course Prefix and Number	Course Title	Credit Hours

Enrollment Trend				Concentrator Enrollment Retention				Completer Trend				# Earning Dual Credits			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
# Dual Credits Earned				# Certification/Credentials Earned				Passage %'s on Credential Exams				# Participating in Apprenticeships			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
Prior Learning Assessments				Articulated Credit				Placement or Retention				# Participating in other Work-Based Learning			
Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend

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Local CTE Program Summary

Strengths/Improvement	
Challenges	**Proposed Strategies**

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Describe progress being made to improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. *[Perkins V Sec. 134 (c)(2)(D)]*

	Number Working in Local CTE Program(s)				**Year to Year % Retention**			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
CTE Teachers								
Career Coaches								
Instructional Support								
Paraprofessionals								
Counselors								
Work-Based Learning Instructor/Supervisors								
Adjunct Instructors (Post-secondary only)								
Other Instructional Staff (Part-time Instructors)								

Local CTE Program Summary of Recruitment Efforts

Local CTE Program Summary of Retention Efforts

Professional Development Offered

Type (Workshop, Conference, Other)	**Who Attended**

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Appendix A

Perkins V Core Indicators of Performance *[Perkins V Sec. 113(b)]*

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended- year adjusted cohort graduation rate	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.),	3S1	Post-Program Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration
The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Attained Recognized Postsec Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another	5S2	Attained Postsecondary Credits

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The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Participated in Work-Based Learning
Other(s) (*optional)*: The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is	5S4, 5S5, 5S6, …	Other Program Quality Indicator

Indicator Descriptions	Indicator Codes	Indicator Names
Post-Secondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42	1P1	Student Retention or Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	2P1	Receipt of Recognized
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields	3P1	Non-traditional Enrollment

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11-Jul-19

Alabama Department of Education
Carl D. Perkins Career and Technical Education Act
P. L. 109-270
Fiscal Year 2020 Preliminary Allocation

CFDA# 84.048A — *Revenue Code 3310*

SysID	System	Allocation
001	Autauga County	124,747
002	Baldwin County	342,069
003	Barbour County	39,465
004	Bibb County	52,979
005	Blount County	108,774
006	Bullock County	38,981
007	Butler County	60,922
008	Calhoun County	116,657
009	Chambers County	67,400
010	Cherokee County	56,468
011	Chilton County	106,447
012	Choctaw County	36,702
013	Clarke County	57,576
014	Clay County	30,747
015	Cleburne County	34,220
016	Coffee County	43,879
017	Colbert County	49,965
018	Conecuh County	42,796
019	Coosa County	20,553
020	Covington County	47,434
021	Crenshaw County	37,513
022	Cullman County	133,947
023	Dale County	34,574
024	Dallas County	74,720
025	DeKalb County	170,100
026	Elmore County	138,038
027	Escambia County	95,071
028	Etowah County	130,132
029	Fayette County	37,155
030	Franklin County	57,161
031	Geneva County	62,255
032	Greene County	34,689
033	Hale County	46,763
034	Henry County	41,394
035	Houston County	91,066
036	Jackson County	81,981
037	Jefferson County	451,678
038	Lamar County	34,342
039	Lauderdale County	91,703
040	Lawrence County	78,012
041	Lee County	157,156
042	Limestone County	122,213
043	Lowndes County	35,542
044	Macon County	52,808
045	Madison County	208,927
046	Marengo County	23,937
047	Marion County	59,884
048	Marshall County	148,415
049	Mobile County	1,141,359
050	Monroe County	65,340
051	Montgomery County	674,017
052	Morgan County	94,088
053	Perry County	39,100
054	Pickens County	52,293
055	Pike County	44,144
056	Randolph County	40,005
057	Russell County	75,394
058	Saint Clair County	103,546
059	Shelby County	187,231
060	Sumter County	36,384
061	Talladega County	111,866
062	Tallapoosa County	48,980
063	Tuscaloosa County	225,946
064	Walker County	108,270
065	Washington County	45,230
066	Wilcox County	46,867
067	Winston County	38,112

SysID	System	Allocation
101	Albertville City	86,300
102	Alexander City	48,359
103	Alabaster City	67,029
104	Andalusia City	23,342
105	Anniston City	62,282
106	Arab City	21,142
107	Athens City	47,394
109	Attalla City	16,047
110	Auburn City	70,938
113	Bessemer City	87,583
114	Birmingham City	605,563
115	Boaz City	29,587
116	Brewton City	17,642
121	Chickasaw City	23,304
125	Cullman City	32,181
126	Daleville City	27,204
127	Decatur City	135,400
128	Demopolis City	22,574
130	Dothan City	174,798
131	Elba City	13,444
132	Enterprise City	68,511
133	Eufaula City	61,972
137	Fairfield City	33,169
141	Florence City	71,118
143	Fort Payne City	40,807
144	Gadsden City	114,596
146	Geneva City	21,962
152	Gulf Shores City	4,684
154	Guntersville City	21,747
155	Haleyville City	22,639
156	Hartselle City	24,026
157	Homewood City	30,718
158	Hoover City	109,296
159	Huntsville City	372,755
162	Jacksonville City	20,533
163	Jasper City	27,529
165	Lanett City	21,795
167	Leeds City	20,901
168	Linden City	12,420
169	Madison City	74,086
171	Midfield City	18,824
175	Mountain Brook City	32,660
176	Muscle Shoals City	23,052
177	Pelham City	34,050
178	Oneonta City	12,857
179	Opelika City	80,310
180	Opp City	20,852
181	Oxford City	50,296
182	Ozark City	45,801
183	Pell City	65,572
184	Phenix City	125,222
185	Piedmont City	16,768
186	Pike Road City	8,107
187	Saraland City	28,343
188	Roanoke City	17,985
189	Russellville City	35,592
190	Scottsboro City	29,650
191	Selma City	78,021
192	Sheffield City	25,280
193	Sylacauga City	33,838
194	Talladega City	44,977
195	Tallassee City	19,388
196	Satsuma City	12,834
197	Tarrant City	23,591
198	Thomasville City	15,192
199	Troy City	49,227
200	Tuscaloosa City	180,270
201	Tuscumbia City	17,250
202	Vestavia Hills City	5,446
204	Winfield City	14,277
205	Trussville City	29,074
800	Accel Academy	6,669
801	University Charter School	39,516
802	LEAD Academy	0
803	Legacy Prep	0
	TOTAL LEAs	**11,416,297**
210	Dept of Youth Services	10,657
600	AIDB	18,516.40
	Grand Total	**11,445,470.40**

Approved:

Eric G. Mackey
State Superintendent of Education

E. Senior Community Service Employment Program (SCSEP)

(OMB Control No. 1205-0040)

I. Economic Projections and Impact

(a) Discuss long-term projections for jobs in industries and occupations in the State that may provide employment opportunities for older workers. (20 CFR 641.302(d)) Alternately, States may discuss this in the economic analysis section of strategic plan, if submitting a Combined State Plan.

The American workforce is getting older. In fact, by 2024 the Bureau of Labor Statistics estimates that 25% of the US workforce will be composed of workers over the age of 55, and a third of those workers will be older than 65. The reasons, for the most part, are due to the country's overall ageing population as a result of declining birth rates and better life expectancy. Alabama is a prime example of an aging nation as the 65 and older population is projected to increase by 382,140, or 50.1% between 2017 – 2040.

This is both a good thing and a challenge for employers. On the one hand, older employees bring experience, loyalty, stability and reliability to the office, particularly in these times of low unemployment and a tight labor market. But these same employees also require a different kind of approach to not only keep them productive and valuable while working, but also to ensure that they can smoothly transition to retirement without becoming a financial burden to their employers.

According to the Alabama Department of Labor, Labor Market Information Division (LMI), the following are the top ten occupations that may potentially employ workers age 55 and older.

- Food Preparation and Serving Workers
- Cashiers
- Waiters and Waitresses
- Retail Salespersons
- Truck Drivers
- Janitors and Cleaners
- Nurses Aides, Orderlies, and Attendants
- Secretaries
- Registered Nurses
- Cooks

Many of these occupations, including food preparation, cashiers, waiters and waitresses, and retail sales start at the lower end of the pay scale. However, ADSS and its partner agencies will

seek to place older workers in higher paying jobs where possible, including truck drivers, secretaries, and nurses.

(b) Describe how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skills training to be provided. (20 CFR 641.302(d))

Projections indicate that Alabama will be substantially impacted by the "graying" of its population over the coming two decades. In fact, its aging rate will outpace developments in most other states and the nation. The pool of persons ages 65 and older is projected to grow by 50% over the next twenty years, compared to only a 8.8% growth rate for the state's total population. Persons age 65 and older will account for nearly 75% of the projected increase in the nation's working-age population in the next decade, a historically unprecedented development. Alabama will be a part of this dramatic shift in the workforce.

What does this mean to the employment situation for older workers in Alabama?
It means tremendous opportunity for seniors who want to stay in the workforce or re-enter it after having retired. Many leading national corporations like Home Depot and CVS have discovered the value of the older worker and have put programs in place to keep older workers on staff or hire them back as consultants. Those companies that choose to ignore this "age wave" will struggle to keep their workforce intact in the very near future. Due to the decrease in the number of young people entering the workforce, jobs will be there for older workers who want to work.

These demographic and labor force changes in Alabama in the coming decade will pose several important challenges for the state's private and public sector employees and the workforce development system as a whole. In the years ahead, most employers will have to substantially increase the number of older workers on their payrolls and restructure their hiring practices to accommodate greater numbers of older workers.

Some of the strategies we will utilize include the following:

- Provide a single point of entry through our 350 plus Senior Centers in the state, who will work closely with the One Stop Career Centers.
- Develop training for employers that clearly defines the benefits of retaining mature workers.
- Conduct statewide outreach to mature adults to create a new way of thinking about retirement, and to make individuals aware of the educational opportunities available to the mature worker.
- Analyze possible disincentives that exist in the current system that would discourage the involvement of older Alabamians.

The Alabama SCSEP program will strive to improve the employability of our seniors, and extend the work lives of older Alabamians, especially the economically disadvantaged.

(c) Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR 641.325(c))

The Alabama Department of Labor LMI Division has provided a "New Hires by Industry" report which lists the top ten industries employing workers 55 and older in Alabama.

The top ten industries are the following:

- Administrative and Support Services
- Professional, Scientific, and Technical Services
- Ambulatory Health Care Service
- Food Services
- Specialty Trade Contractors
- Truck Transportation
- Nursing and Residential Care Facilities
- General Merchandise Stores
- Motor Vehicle and Parts Dealers
- Construction

Alabama has analyzed the state's occupations projections. We identified those occupations providing significant employment opportunities for SCSEP participants due to growth or high turnover. In identifying these occupations, ADSS considered the profiles of the SCSEP participants being served, including their employment history, educational level, and work skills as well as the challenges of those most-in-need. Consequently, Alabama concentrated on occupations requiring short-term or moderate-term on-the-job-training.

Many of the occupational titles appropriate for SCSEP participants are in growing industries. For example, healthcare occupations will continue to grow at a fast pace due to the aging of the state's population. Healthcare and social assistance employment will continue to grow over the next decade. Alabama SCSEP plans to partner with the newly created Alabama Office of Apprenticeship to create training programs for mature workers that will provide the skills necessary to obtain employment in the health care field, where huge manpower shortages already exist.

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Other industries exhibiting significant growth are the office and administrative support occupations, food services, and retail.

Alabama SCSEP will work collaboratively to address issues ensuring host agency assignments are truly providing skills training to meet the needs of both participants and employers. Sub-grantees will continue to utilize the Individual Employment Plan (IEP), in partnership with the participant and host agency supervisor, ensuring community service employment assignments are providing skills training that meet the needs of the participant and host agency. Sub-grantees will monitor participants at least once every six months at their community service employment assignments. During those visits, sub-grantee staff will review and update the IEP with both the participant and host agency supervisor.

Sub-grantees will continue to monitor the training to ensure participants will be prepared for unsubsidized employment through the acquisition of transferable skills in demand by local employers. In addition, where applicable, sub-grantees, in partnership with participants, will develop IEPs that combine community service employment with other permissible training (e.g., classroom training or on- the- job experience (OJE) in the private for-profit sector) as funding permits.

While realizing some seniors may not be best suited for many of the manufacturing and technology jobs in the state, there will be other opportunities for mature workers to "back fill" jobs in industries showing significant growth. Alabama SCSEP plans to partner regionally with local community colleges to create training programs for mature workers that will provide the skills necessary to obtain employment in the health care field, where huge manpower shortages already exist.

Alabama's continued economic growth cannot be realized without including mature workers in workforce planning and training efforts.

II. Service Delivery and Coordination

(a) Provide a detailed description of what actions will be taken to coordinate SCSEP with other programs. Alternately, States may discuss this in the State strategies section of the strategic plan, but regardless of its placement in the document, this section must include plans for:

1. **Actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))**

2. **Actions to coordinate activities of SCSEP grantees with the activities being carried out in the State under the other titles of the Older Americans Act (OAA). (20 CFR 641.302(h))**
3. **Actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith-based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))**
4. **Actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))**
5. **Actions the State will take to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)**
6. **Efforts the State will make to work with local economic development offices in rural locations.**

Planned actions to coordinate activities of SCSEP with WIOA Title I programs

SCSEP is a mandated WIOA partner. Alabama's SCSEP looks forward to continuing our coordination and collaboration with Alabama's WIOA during the next four years by looking to implement the following strategies to benefit SCSEP participants:

1. Work with WIOA partners, faith-based and community organizations to identify financial assistance and financial planning supportive services for SCSEP participants;

2. Work with the WIOA and One Stop System to identify senior user-friendly technology and identify resources to secure the technology, such as WorkKeys, as a career readiness tool for participants;

3. Work with WIOA partners, faith-based and community organizations to identify and encourage SCSEP participant participation in work-related training and education activities;

4. Identify literacy resources in Alabama and work to build partnerships and improve coordination of these resources with WIOA and SCSEP; encourage participation by SCSEP participants in these programs.

Planned actions to coordinate activities of SCSEP grantees with the activities being carried out in the state under other titles of the Older Americans Act (OAA). (20 CFR 641.302(h))

SCSEP sub-grantees are co-located with the Area Agencies on Aging and the Regional Planning and Development Commissions/Councils of Governments (COGs). The AAAs and Regional Commissions/COG's have a network of partners, stakeholders, sub-grantees and member governments which are ideal locations for training and employment. A traditional partnership is reflected in the United Way Agencies that have been a major source of both training and employment. New and emerging partners are the community foundations which are assuming a regional character that approximate the regional service areas of AAAs and Regional Commissions/COG's. The community foundations are creating networks of partnerships which they fund; that overlap the SCSEP, AAA, Regional Commission and COG partnerships and have the potential of being a source for training and employment. SCSEP is a part of an emerging trend of regionalism and networking that has become the new template for both public and nonprofit agencies.

The purpose of SCSEP is to provide training opportunities for older individuals who want to re-enter the workforce. Gaining additional or enhanced job skills improves their employability. Job training is provided by host agencies that are either 501 (c) 3 nonprofit organizations or government agencies. SCSEP provides valuable training opportunities while increasing the capacity of these host agencies to fulfill their missions.

The mission and goals of SCSEP and its many host agencies overlap the mission and outreach of other OAA funded activities and programs. For example, one of the primary missions of OAA funded entities is to be the single-point-of-entry (or "no wrong door") for older or disabled consumers. Frequently, consumers have needs that can only be met monetarily. The network of host agencies working with SCSEP enhances the capacity of the aging network to meet these needs and make good referrals to host agencies that may provide direct or indirect financial assistance. In addition, the consumer may see employment as an option to meet income needs.

Many OAA activities are coordinated under the Aging & Disability Resource Center, (ADRC) including training, cross-training, and outreach. The following actions will be taken to enhance the partnership between OAA (ACL, CMS) funded programs, host agencies, and other community partners:

***Goal*:** To coordinate SCSEP activities with the activities of other OAA funded programs

Objective 1: ADSS will take the lead to encourage intra-agency cross-training that will increase staff members' knowledge of all OAA funded programs and activities, thereby increasing the coordination of services and activities.

Objective 1.1: ADSS will continue to develop training materials for each OAA funded program.

Objective 1.2: ADSS will provide cross-training opportunities and also develop testing to gauge the success of cross-training. Training may be in the form of webinars, seminars, joint-program meetings, etc. Testing may be web-based, multiple choice, standardized, or other forms.

Objective 1.3: ADSS will implement team meetings as needed, where Project Directors, Host Agency Supervisors, Fiscal Directors, and other staff can discuss planned activities, program needs, and participant needs.

By facilitating communication among programs and program coordinators, Alabama SCSEP will ensure that activities get the maximum "bang for the buck." For example, if the State Health Insurance Program (SHIP) is planning an outreach, then SCSEP can participate in this outreach or, at the very least, provide intake forms or materials for distribution to its target population. Another example: if SCSEP is planning a job fair and wants assistance with publicity, the nutrition program can include a flier to the senior center managers or include an article in the monthly nutrition newsletter.

Objective 2: ADSS will take the lead to encourage inter-agency cross training among its major partners.

All grantees will continue to develop partnerships and collaborate with other public and private entities that bring quality and valuable resources to the table, for the benefit of the participants. We have working relationships with faith-based organizations in the community serving low-income individuals who need supportive services, including training and employment. As we learn of other agencies that benefit our participants, we will engage with them to establish partnerships that advance each of our missions.

Planned actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans) (20 CFR 641.302(i))

Alabama SCSEP will continue to coordinate with partner agencies to enhance services to older Alabamians. Some examples of programs and partners that serve our seniors include the following:

The Alabama Department of Human Resources operates the JOBS Program to help recipients of Family Assistance (FA) find and keep jobs. This includes supportive services such as transportation and clothes. This help is available to all recipients of FA regardless of age. In addition, many counties have a JOBS Task Force where they pull together civic and faith-based groups, employment agencies and employers to help individuals get jobs. These groups are open to any interested individual, program or agency and participation is encouraged.

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Job readiness classes funded by DHR are available in a variety of counties and are open to anyone below 200% of the federal poverty line. These classes vary in length from a few days to four weeks and cover a wide range of topics. Emphasis is on how to find a job and the soft skills needed to keep a job.

The Alabama Department of Rehabilitation Services (ADRS) is the designated state unit recognized by the Federal Rehabilitation Services Administration (RSA) to deliver independent living (IL) services to older adults who are blind and/or deaf in the State of Alabama. ADRS has a long history of providing rehabilitation teaching services for seniors who are blind. Within ADRS, the Older Alabamians System of Information and Services Program, referred to as the OASIS Program, provides IL services to older adults with visual impairments.

The OASIS Program is designed to meet the needs of both rural and urban segments of the population of elders who are visually impaired throughout Alabama.

The overall goal of the OASIS Program is to enhance the level of independence among the State's elderly population who are blind or visually impaired. To be eligible for the OASIS program individuals must be age 55 or older, reside in the State of Alabama, and be blind or functionally visually impaired.

Vocational Rehabilitation Service (VRS), the largest division within the Alabama Department of Rehabilitation Services, helps Alabamians with disabilities achieve independence through employment. VRS provides specialized employment and education related services and training to assist adults with disabilities in becoming employed.

To be eligible for VRS services, individuals must have a physical or mental impairment that is a substantial impediment to employment and must be able to benefit from services in terms of going to work. For Alabamians with disabilities, VRS represents much more than a monetary return. Much like the SCSEP program, VRS helps participants gain employment, which creates pride, dignity and independence for our seniors and individuals with disabilities.

The Governor’s Office of Volunteer Service coordinates the AmeriCorps State program and works closely with local faith-based and community organizations particularly those involved in disaster preparedness and response. Through the network of AmeriCorps State programs annually hundreds of volunteers are engaged in communities across Alabama serving to meet critical needs.

AmeriCorps programs engage people of all ages and they actively recruit people with disabilities. Other national service programs operating in the State of Alabama include Senior Corps and AmeriCorps VISTA.

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Planned actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

Older workers and the pre-existing programs authorized under the Older Americans Act (OAA), including Alabama's SCSEP, are now considered part of Alabama's comprehensive workforce development system. Alabama's SCSEP is an integral partner in the Alabama workforce development delivery system. This participation offers an unprecedented opportunity to assess the needs of mature and older workers in a unified and coordinated manner, at a time when those workers represent a dominant portion of the workforce.

For those who need to remain part of (and even participate in training and retraining activities) the state's civilian labor force, their ability to use the workforce development system effectively will be critical to improving their skills and remaining in the labor force at levels enough to support their income needs as well as the needs of employers. SCSEP plans to continue participation in Alabama's labor market and job training initiatives.

Actions to ensure that SCSEP is an active partner in the One-Stop delivery system and the steps the state will take to encourage and improve coordination. (20 CFR 641.335)

All SCSEP operators in Alabama shall, to the extent feasible, establish and maintain cooperative relationships and working linkages with other employment and training programs, to include activities conducted under the Workforce Innovation and Opportunity Act and with affiliated agencies concerned with senior citizens. A major objective of coordination is to avoid the duplication of services and expand employment opportunities for senior workers. It is also desirable to provide a variety of services and training opportunities that respond to the needs of senior workers by linking them with services and programs provided by the Area Agencies on Aging.

To make certain the State Plan is inclusive and as comprehensive as possible, organizations engaged in older worker activities and employment services for older workers were invited to provide information on their activities that would be pertinent to workforce development. Local senior worker programs will be encouraged to work collaboratively with One-Stop Centers to maximize the effectiveness of the training and placement process.

ADSS is a partner in the Workforce Investment Board's delivery of workforce development services. Entities responsible for WIOA activities will continue collaborating to create a delivery system that enhances access to services and improves employment outcomes for individuals receiving those services. SCSEP participants train at many of our One Stop Career Centers. Several of our SCSEP project directors are represented on the local boards. The WIOA included

SCSEP as a required partner in the One Stop delivery system to ensure older workers have access to information about the range of employment related services available to them.
An "umbrella" or "blanket" Memorandum of Understanding (MOU) is being used to define the roles and responsibilities of the Career Center (One-Stop) partner agencies for the provision and improvement of employment and training services to Alabama citizens residing within the 65 county Alabama Workforce Investment Area (AWIA). The MOU is between the Alabama Local Workforce Investment Board and the Career Center partners, including ADSS. It establishes guidelines for the partners to create and maintain cooperative working relationships. The blanket MOU, being more general in nature, works best to set direction while allowing flexibility.

The WIOA intends that all job seekers and persons looking to further their careers will be able to access the employment, education, training, and information services they need at Career Centers in their neighborhoods. The Centers offer core services (available to all adults with no eligibility requirements), intensive services (available to those individuals who are unable to find jobs through core services alone), and training services. In this age of limited resources, it is essential for programs to ensure they are not duplicating the efforts of others and are using funds in the most effective and efficient manner. Some of the ways our programs cooperate to provide the best employment services possible for the older population are through joint planning sessions, information sharing, recruitment, cross referral of training, joint training, and development of a network of community service providers for older persons.

(b) Describe the long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized employment. (20 CFR 641.302(e)) (Alternatively, the State may discuss this in the State strategies section of strategic plan if submitting a Combined State Plan.)

Engaging Employers

Alabama SCSEP sub-grantees have well-established partnerships with local Chambers of Commerce. Sub-grantees often attend meetings in order to network with local business representatives. Through training provided by Senior Service America, sub-grantees regularly get on a Chamber's agenda to engage employers by promoting both SCSEP and job ready participants.

Other employer outreach training provided to sub-grantees focuses on showing how to approach the hidden job market by establishing relationships with their local, county and state economic development councils and accessing their press releases of future or growing business announcements. ADSS staff trains sub-grantees to approach these employers with the goal of establishing relationships as business partners. Job Development training of sub-grantees will remain multi-focused. One area of focus will continue to promote the identification and targeting of local employers by using the internet, especially in rural areas. Another focus will be on the

basics of how to conduct employer outreach. The training to be provided includes group activities, role plays, and videos about job development. Another area of focus will be to provide technical assistance geared towards developing advanced networking skills of both sub-grantees and SCSEP participants.

Furthermore, as we increase employer engagement, SCSEP will also increase exploration of on-the-job-experience (OJE) as a method of expanding employer engagement. While OJE has not been widely utilized by our sub-grantees in the past, the Program Officers will actively promote OJE as a tool for sub-grantees to use in future program years to gain more unsubsidized jobs for participant job seekers.

Preparing Participants for Unsubsidized Employment

SCSEP Program Officers will further expand sub-grantees capabilities to use a multi-pronged approach to prepare participants for unsubsidized jobs. Program Officers develop turnkey tools that a sub-grantee can use when meeting with participants. For example, a presentation has been developed on how to navigate a job fair that a sub-grantee can deliver at a participant meeting. Additionally, Program Officers provide sample agendas and activities, as well as facilitate job club meetings at sub-grantee locations. Program Officers are often asked to present at participant meetings. Topics may vary and can include interviewing techniques, résumé writing tips, approaching the hidden job market, using social media in a job search and completing online job applications.

Employer Outreach Staffing

All SCSEP Grantees in Alabama use local project directors to network with employers, business organizations, and community groups.

Seeing Employers as Customers

To bridge the divide between the business and education/social service spheres, Grantees emphasize their commitment to assisting employers to find and hire workers with the needed skills and qualities. They ask employers to describe the skills, knowledge, attitudes, and qualities they are looking for in new hires. Grantees may also consult with employers about how SCSEP can bypass job application hurdles. Understanding the hiring process helps build relationships over time with private sector employers in local targeted industries. Grantees also promote the qualities possessed by many older job seekers that employers seek:

- Commitment to doing quality work;
- Strong customer service orientation;
- Getting along with other employees;

- Dependability;
- Able to pass a drug test; and
- Willingness to learn.

Once employers' needs are defined, staff evaluate whether any area participants have the needed skills and are job-ready. If so, they are able to promote the skills and competence of participants as trained workers who will add value to the company.
Strategies for Engaging Employers

<u>Alabama SCSEP Grantees will carry out the following actions:</u>

Pursue partnerships with employers that:

1. Are host agencies that may have job openings for individuals with the same or similar skill requirements;
2. Have successfully employed participants;
3. Are interested in hiring older workers, based on the local knowledge of Boards, business organizations, and others in the community; or
4. Are identified in online labor market information as major employers in local targeted industries.
5. Attend Chamber of Commerce and board meetings and other economic development organizations when possible to:
6. Expand their employer networks;
7. Find out which employers are hiring; and
8. Contact employers to find out the skills and qualities needed to be successful in these jobs.

(c) Describe the long-term strategy for serving minority older individuals under SCSEP. (20 CFR 641.302 (c))

<u>SERVICE TO MINORITIES</u>

Targeted recruitment efforts must be incorporated into program operations to increase minority enrollments if identified as a concern based on data contained in the quarterly progress report. Additional recruitment efforts in minority communities could include advertising in minority newspapers, canvassing local venues to promote the program by displaying brochures or posting fliers, speaking to minority groups and organizations, and communicating with faith-based organizations that are frequented by minority members of the community.

To address underservice and disparities in outcomes, Senior Service America developed its *Analysis of Sub-grantee Service to Minorities* in PY17. This report provides, at the sub-grantee

level, the breakdown of service to minorities by race and ethnicity. Specifically, it reports (1) the number served during a specific time period, (2) the Census Bureau's estimate of SCSEP-eligible people by subgroup, (3) the SCSEP percent served by subgroup, (4) the numerical difference between the SCSEP-eligible percent and those served by subgroup, and (5) subgroups who are notably underserved. This report provides an easy-to-understand and data-rich analysis of where the sub-grantee needs to focus. Further, it facilitates more focused dialogue and recommended actions between Senior Service America and sub-grantee staff. Staff and sub-grantee reaction to the report has been positive and they indicate that it is making a difference. As one staff said, ensuring service to minorities "has become a much bigger focus for me this year over the prior year. With the newly developed reports, it has allowed me to provide more detailed and informed assistance to sub-grantees individually and in group meetings." This tool enables grantee staff to provide its sub-grantees more support and targeted enrollment technical assistance.

Some of the interventions that have resulted in increased service to minorities that are being replicated include: use of multi-lingual participant staff (e.g., Spanish), enlisting and partnering with host agencies that serve underserved subgroups and referral programs among current participants who are part of an underserved subgroup. One sub-grantee asked its minority participants to refer family members and friends who might qualify for SCSEP. Similar interventions are being implemented to promote employment among minority SCSEP participants. Specifically, we are promoting job development and job fairs that focus on minority-owned businesses and inviting minority business persons to speak at SCSEP workshops.

(d) Describe the long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

Over the next four years Alabama SCSEP Grantees will work collaboratively to consider practical approaches to address challenges in recruiting most-in-need individuals as well as best practices for preparing these individuals for unsubsidized employment. Below are some examples of strategies that will be used:

- Grantees will seek to establish semi-annual collaboration meetings with other national grantees with the goal of sharing best practices, identifying challenges and developing strategies to overcome those challenges.
- Grantees will seek to improve participation and coordination of services between SCSEP and One-Stop Career Center partners.
- Grantees will identify and provide additional training opportunities and resources for participants, thus better preparing participants for entry into unsubsidized employment.

- Grantees will continue to be an active WIOA partner and advocate for meaningful services for the seniors of Alabama.

All national grantees and sub-grantees in Alabama remain committed to fulfilling SCSEP's dual mission of fostering individual and economic self-sufficiency as well as providing community service opportunities for those that we serve.

(e) Describe a strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))+

In keeping with the DOL's principle of continuous improvement, Alabama SCSEP will strive to increase our "Entered Employment, 2nd Quarter" rate by 5% each program year through 2019. Additionally, Alabama will make every effort to meet the higher of the state and national goals each program year.

In order to meet and exceed our goals, Alabama SCSEP will continue to develop new relationships, as well as foster current relationships, with local and national employers throughout Alabama. Sub-grantees will work to educate employers on balancing their workforce needs with the "aging workforce". Efforts will also be made to identify and train local HR Managers and their staff on "The Myths of Hiring Older Workers", thus allowing them to become engaged with our mission to find employment opportunities for SCSEP participants'.

Alabama SCSEP will employ a variety of means to monitor and achieve state and national goals, such as providing ongoing and continuous training for sub-grantee staff as well as using a variety of management reports to track progress. Some of the strategies sub-grantees in Alabama use to place participants in unsubsidized employment are:

- Offering job-seeking skills training courses
- Enforcing job search requirements and written IEP's
- Contacting participants with job leads
- Ensuring quality training is being provided through host agency assignments
- Requiring participants to register and be screened for WIOA Title I services at local One-Stop Career Centers
- Requiring participants to attend local job fairs

Grantees will continuously monitor the performance of sub-grantees regarding unsubsidized placement. Sub-grantees identified as at risk for not meeting this performance measure will be provided additional technical assistance and training specific to identifying "job ready" participants and how best to identify unsubsidized employment opportunities.

III. Location and Population Served, including Equitable Distribution. States must:

(a) Describe the localities and populations for which projects of the type authorized by Title V are most needed. (20 CFR 641.325 (d))

Alabama is comprised of sixty-seven counties with a 2017 population estimate of 4,850,771 residents. The most populated counties include Jefferson, Mobile, Madison, Montgomery, and Shelby County. Twenty of the 67 counties in Alabama meet the threshold for persistent unemployment, which is met when the annual average unemployment rate for a county is more than twenty percent higher than the national average for two out of the last three years. The following counties have persistent unemployment indicating a significant barrier to employment:

Barbour County - AL
Bullock County - AL
Butler County - AL
Calhoun County - AL
Choctaw County - AL
Clarke County - AL
Conecuh County - AL
Dallas County - AL
Greene County - AL
Hale County - AL
Lowndes County - AL
Macon County - AL
Marengo County - AL
Mobile County - AL
Monroe County - AL
Perry County - AL
Pickens County - AL
Sumter County - AL
Washington County - AL
Wilcox County - AL

Rural Areas

Forty-five percent of the state's SCSEP-eligible population is rural. SCSEP's definition of *rural* is based on Rural Urban Commuting Area (RUCA) codes, defined at the census tract level. Forty-three of Alabama's 67 counties have 100 percent rural populations.

Rural Service Delivery Challenges and Strategies to Address These Challenges

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Grantees' greatest obstacles to providing SCSEP services in rural areas and assisting participants to find unsubsidized jobs are all related to shortages: of resources, services, and jobs, particularly in more isolated areas.

Lack of Adequate Transportation

Lack of adequate transportation significantly hinders SCSEP service delivery in rural areas. Area Agencies on Aging have identified transportation as the number one priority need for seniors in their annual plans. The minimal transportation available in small towns is on-demand assistance geared toward persons with disabilities and to taking people to doctor appointments.

Although the majority of SCSEP participants drive their own cars, for those who do not have cars or are no longer able to drive, the lack of transportation poses a significant barrier to SCSEP participation and to finding and retaining unsubsidized employment.

Strategies that Grantees will employ to address rural transportation needs include the following:

- Seek to place participants and rotate participants in community service assignments as close as possible to their residences.
- Seek host agency assignments that have transportation resources. Grantees will contact school districts and child care networks/facilities to determine in which rural areas the school bus is a feasible alternative. For example, if community service assignments with a school district or child care facility are feasible and appropriate for participants' career goals, Grantees will seek to negotiate with agencies to enable participants to use the same bus or van transportation provided for children to travel to and from their community service assignments Faith-based organizations providing community services may be able to serve as host agencies and provide transportation.

(b) List the cities and counties where SCSEP project will take place. Include the number of SCSEP authorized positions and indicate where the positions changed from the prior year.

		State Grantee Allocations			Total National Grantees Allocations		
	PY 19 Total ED Based on Census	**PY 19 State Allocation**	**PY 18 State Allocations**	**PY18-PY19 Change**	**PY 19 National Grantee Allocation**	**PY 18 National Grantee Allocation**	**PY18-PY19 Change**
Alabama	**745**	**152**	**151**	1	**593**	**592**	**1**
Autauga County, Alabama	6	0	0	0	6	6	**0**
Baldwin County, Alabama	22	5	5	0	17	17	**0**
Barbour County, Alabama	5	0	0	0	5	5	**0**

Bibb County, Alabama	4	0	0	0	4	4	**0**
Blount County, Alabama	9	2	2	0	7	7	**0**
Bullock County, Alabama	2	0	0	0	2	2	**0**
Butler County, Alabama	5	0	0	0	5	5	**0**
Calhoun County, Alabama	21	5	5	0	16	16	**0**
Chambers County, Alabama	9	3	3	0	6	6	**0**
Cherokee County, Alabama	5	0	0	0	5	5	**0**
Chilton County, Alabama	7	2	2	0	5	5	**0**
Choctaw County, Alabama	4	2	2	0	2	2	**0**
Clarke County, Alabama	6	2	2	0	4	4	**0**
Clay County, Alabama	3	0	0	0	3	3	**0**
Cleburne County, Alabama	3	0	0	0	3	3	**0**
Coffee County, Alabama	8	3	3	0	5	5	**0**
Colbert County, Alabama	9	2	2	0	7	7	**0**
Conecuh County, Alabama	4	0	0	0	4	4	**0**
Coosa County, Alabama	2	0	0	0	2	2	**0**
Covington County, Alabama	7	2	2	0	5	5	**0**
Crenshaw County, Alabama	4	0	0	0	4	4	**0**
Cullman County, Alabama	15	3	3	0	12	12	**0**
Dale County, Alabama	8	2	2	0	6	6	**0**
Dallas County, Alabama	11	3	3	0	8	8	**0**
DeKalb County, Alabama	14	3	3	0	11	11	**0**
Elmore County, Alabama	7	0	0	0	7	7	**0**
Escambia County, Alabama	8	2	2	0	6	6	**0**
Etowah County, Alabama	20	5	5	0	15	15	**0**
Fayette County, Alabama	3	0	0	0	3	3	**0**
Franklin County, Alabama	5	0	0	0	5	5	**0**
Geneva County, Alabama	6	2	2	0	4	4	**0**
Greene County, Alabama	4	2	2	0	2	2	**0**
Hale County, Alabama	3	0	0	0	3	3	**0**
Henry County, Alabama	5	3	3	0	2	2	**0**
Houston County, Alabama	16	5	5	0	11	11	**0**
Jackson County, Alabama	11	2	2	0	9	9	**0**
Jefferson County, Alabama	98	24	23	1	74	73	**1**
Lamar County, Alabama	4	2	2	0	2	2	**0**
Lauderdale County, Alabama	14	3	3	0	11	11	**0**
Lawrence County, Alabama	6	0	0	0	6	6	**0**
Lee County, Alabama	15	3	3	0	12	12	**0**
Limestone County, Alabama	10	2	2	0	8	8	**0**

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Lowndes County, Alabama	3	0	0	0	3	3	**0**
Macon County, Alabama	5	2	2	0	3	3	**0**
Madison County, Alabama	31	5	5	0	26	26	**0**
Marengo County, Alabama	6	2	2	0	4	4	**0**
Marion County, Alabama	6	2	2	0	4	4	**0**
Marshall County, Alabama	15	2	2	0	13	13	**0**
Mobile County, Alabama	66	15	15	0	51	51	**0**
Monroe County, Alabama	7	2	2	0	5	5	**0**
Montgomery County, Alabama	27	0	0	0	27	27	**0**
Morgan County, Alabama	17	5	5	0	12	12	**0**
Perry County, Alabama	4	0	0	0	4	4	**0**
Pickens County, Alabama	6	2	2	0	4	4	**0**
Pike County, Alabama	6	0	0	0	6	6	**0**
Randolph County, Alabama	5	0	0	0	5	5	**0**
Russell County, Alabama	12	2	2	0	10	10	**0**
St. Clair County, Alabama	13	2	2	0	11	11	**0**
Shelby County, Alabama	14	3	3	0	11	11	**0**
Sumter County, Alabama	4	2	2	0	2	2	**0**
Talladega County, Alabama	15	2	2	0	13	13	**0**
Tallapoosa County, Alabama	8	0	0	0	8	8	**0**
Tuscaloosa County, Alabama	22	5	5	0	17	17	**0**
Walker County, Alabama	13	3	3	0	10	10	**0**
Washington County, Alabama	3	0	0	0	3	3	**0**
Wilcox County, Alabama	4	2	2	0	2	2	**0**
Winston County, Alabama	5	0	0	0	5	5	**0**

(c) Describe any current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

SCSEP staff counsel sub-grantees monthly as to the status of the variance and provide technical assistance to ensure that the sub-grantee will serve the number of authorized positions per county by the end of the program year. SCSEP staff confers with sub-grantees on issues related to service such as: recruiting new host agencies; conducting outreach to attract applicants to the program; and figuring out program operations issues that may be impacting enrollment of new participants.

SCSEP staff look to review both the total variance as well as the “snapshot variance” taken from SPARQ at the end of each quarter.

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(d) Explain the State's long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:

1. **Moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.**
2. **Equitably serves rural and urban areas.**
3. **Serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)**

Section 508 of the Older Americans Act (OAA) Amendments requires grantees to seek an equitable distribution of program resources and participant slots throughout the state. Therefore, equitable distribution (ED) is a cooperative effort, and each grantee in the state participates in the process. Alabama fully embraces the equitable distribution of SCSEP positions and has worked closely with the national grantees to implement a plan that addresses under-served and over-served counties in the state.

ED within each state is based on the latest Census information about the percentage of poor elderly in each county. The data comes from the American Community Service (ACS), which incorporates the 2010 Census for population counts and age. The equitable distribution report of SCSEP positions by grantees in the state provides the information needed to assess the location of the eligible population and the current distribution of people being served in Alabama. The report reflects both under-served and over-served areas and contains information on counties served, distribution factors, equitable shares, current number of positions, and increases or decreases in participant slots.

ADSS serves a coordinating role and ensures equitable distribution of employment through SCSEP with the national grantees and local project directors. ADSS allocates SCSEP funds to Councils of Local Government and Area Agencies on Aging for local SCSEP administration.

With the continued cooperation of the national grantees, ADSS will coordinate any slot transfers necessary to meet equitable distribution and will continue to coordinate this process.

Any county slot adjustments will be made only after approval by DOL. ADSS will continue to work with the national grantees to move slots from over-served to under-served counties. Since there are no excessively over-served or under-served counties in Alabama, equitable distribution will be achieved in the time frame required, with no disruption to participants.

The State continues to ensure that in selecting eligible individuals for participation in SCSEP, priority is given to individuals who have one or more of the following characteristics:

(1) Are 65 years of age or older;
(2) Have a disability;

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(3) Have limited English proficiency or low literacy skills;
(4) Reside in a rural area;
(5) Are veterans (or, in some cases, spouses of veterans);
(6) Have low employment prospects;
(7) Have failed to find employment after using services provided through the One-Stop delivery system; or
(8) Are homeless or are at risk for homelessness.

The stipulated priorities are applied in the following order: (1) Persons who qualify as a veteran or qualified spouse under § 2(a) of the Jobs for Veterans Act, 38 U.S.C. 4215(a), and who possess at least one of the other priority characteristics; (2) Persons who qualify as a veteran or qualified spouse under § 2(a) of the Jobs for Veterans Act, 38 U.S.C. 4215(a), who do not possess any other of the priority characteristics; (3) Persons who do not qualify as a veteran or qualified spouse under § 2(a) of the Jobs for Veterans Act (nonveterans), and who possess at least one of the other priority characteristics.

(e) Provide the ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

Attachment 1 shows the breakdown of SCSEP slots allocated to each Alabama county as compared to the total population of people over the age of 55 who are at or below the Federal poverty line. The SCSEP eligibility age is 55 years of age and older, and this population represents approximately 28% of Alabama's population.

Attachment 1- County Poverty Levels /SCSEP Slots

	All Grantees	State Grantees	National Grantees	Total 55+ Population[(a)]	Total 55+ Population Under 100% Poverty Level[(a)]
Alabama	**745**	**152**	**593**	**1,372,772**	**161,898**
Autauga	6	0	6	14313	1164
Baldwin	22	5	17	66465	6180
Barbour	5	0	5	7489	1279
Bibb	4	0	4	5917	751
Blount	9	2	7	17190	1693
Bullock	2	0	2	2950	519
Butler	5	0	5	6423	1148
Calhoun	21	5	16	34293	4183

Chambers	9	3	6	10897	1425
Cherokee	5	0	5	9340	1432
Chilton	7	2	5	12467	1683
Choctaw	4	2	2	4721	670
Clarke	6	2	4	7758	1354
Clay	3	0	3	4380	632
Cleburne	3	0	3	4652	577
Coffee	8	3	5	14265	1284
Colbert	9	2	7	17710	1767
Conecuh	4	0	4	4562	825
Coosa	2	0	2	4103	501
Covington	7	2	5	12654	1535
Crenshaw	4	0	4	4344	655
Cullman	15	3	12	24967	2983
Dale	8	2	6	13782	1646
Dallas	11	3	8	12247	2507
DeKalb	14	3	11	20041	3093
Elmore	7	0	7	20858	1649
Escambia	8	2	6	10579	1633
Etowah	20	5	15	31908	3721
Fayette	3	0	3	5622	728
Franklin	5	0	5	8681	969
Geneva	6	2	4	8634	1060
Greene	4	2	2	2989	681
Hale	3	0	3	4722	897
Henry	5	3	2	5898	770
Houston	16	5	11	30560	3321
Jackson	11	2	9	17202	2302
Jefferson	98	24	74	180429	22062
Lamar	4	2	2	4839	753
Lauderdale	14	3	11	29419	2938
Lawrence	6	0	6	10273	1383
Lee	15	3	12	32424	3140
Limestone	10	2	8	24107	2553
Lowndes	3	0	3	3217	625
Macon	5	2	3	6001	1076
Madison	31	5	26	94269	7598
Marengo	6	2	4	6278	1278
Marion	6	2	4	9902	1173

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Marshall	15	2	13	26916	3327
Mobile	66	15	51	114236	14686
Monroe	7	2	5	7065	1663
Montgomery	27	0	27	58119	6472
Morgan	17	5	12	34577	3896
Perry	4	0	4	2905	863
Pickens	6	2	4	6275	1046
Pike	6	0	6	8205	1088
Randolph	5	0	5	7467	1032
Russell	12	2	10	14461	2221
St. Clair	13	2	11	24578	2806
Shelby	14	3	11	54489	3307
Sumter	4	2	2	3884	948
Talladega	15	2	13	23997	3172
Tallapoosa	8	0	8	13909	1766
Tuscaloosa	22	5	17	47532	4259
Walker	13	3	10	20567	2801
Washington	3	0	3	5230	931
Wilcox	4	2	2	3366	758
Winston	5	0	5	8253	1060

(f) Provide the relative distribution of eligible individuals who:

1. **Reside in urban and rural areas within the State**
2. **Have the greatest economic need**
3. **Are minorities**
4. **Are limited English proficient.**
5. **Have the greatest social need. (20 CFR 641.325(b))**

The relative distribution of eligible individuals who:

<u>Reside in urban and rural areas within the state</u>

About 90% of Alabama's total land surface is considered rural, with 43 of 67 counties counting being classified as rural. According to the 2010 U.S. Census, 41% of the total population lives in these rural areas.

It is the goal of all grantees operating the SCSEP program in Alabama to serve rural and urban areas equitably. While we are managing to provide services in each of the rural counties we serve, it is becoming increasingly more of an issue, due to the economy. More time is required to work with those residing in rural counties, due to the increased travel time needed to reach these

participants. We are working to partner with community-based organizations and state agencies in rural areas to provide services that would benefit our seniors.

Because education is a key element to gainful employment, we will encourage partnerships with universities, community colleges, and local communities to work with sub-grantees in rural areas to provide better training mechanisms, including online classes and distance learning. A major focus will include changing the public's negative attitude and stereotypes about older workers through education and best practices programs; and promoting the advantages of hiring older workers, especially in rural areas, to public and private sector employers.

Rural and urban SCSEP participants in Alabama need greater transportation options. Access to transportation has a direct impact on a participant's ability to secure and retain employment.

In a related initiative dealing with rural/urban populations, ADSS is working with the Federal Transportation Administration on the United We Ride (UWR) program, because transportation is a huge barrier for seniors in general and particularly for low income seniors who want to work.

Have the greatest economic need

Greatest economic need means the need resulting from an income level at or below the poverty guidelines established by the Department of Health and Human Services and approved by the Office of Management and Budget (OMB). (42 U.S.C. 3002(23).)

- According to the 2013-2017 American Community Survey 5-Year Estimates, 18.9% of individuals in Alabama were below the federal poverty level, as compared to 15.6% nationally. The average monthly earnings in 2017 for people in Alabama was $3,626 as compared to $4,457 nationally.
- For Alabamians over 55 years of age, the most recent numbers report that 11.4% percent are at or below 100% of the Federal poverty line.

Are Minorities

- According to the Resident Population by Race and State 2017 Census Statistics, the race of Alabama residents is broken up by the following:

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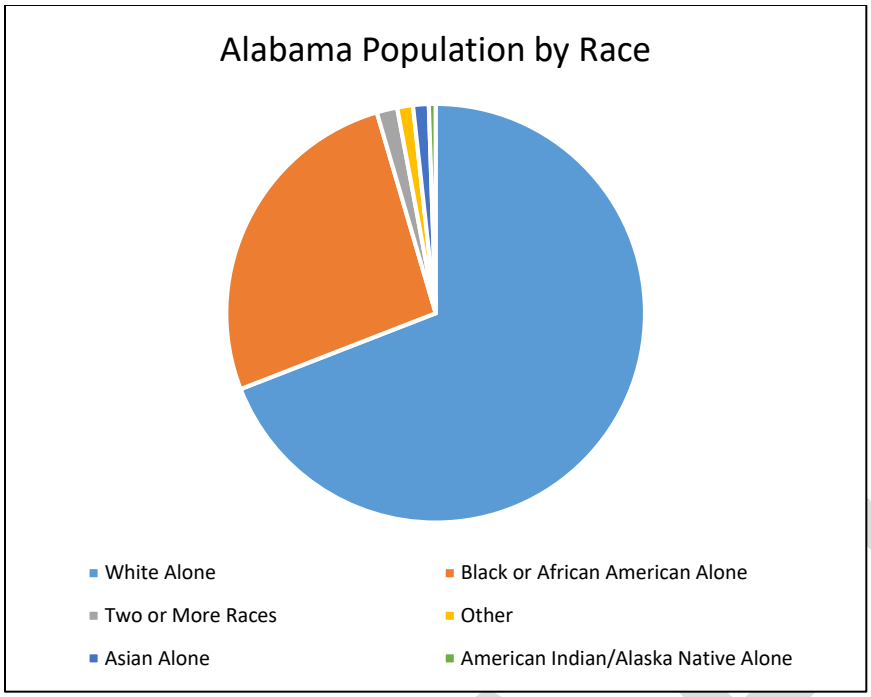

*Alabama Population by Race	
White Alone	3327891
Black or African American Alone	1269808
Two or More Races	76428
Other	58618
Asian Alone	58322
American Indian/Alaska Native Alone	25181

*2013-2017 American Community Survey 5-Year Estimates

According to the U.S. Census Bureau, African American's represent 26.5% of the state's population, however the concentration of African Americans in certain counties over others shows the significant differences in geographic distribution of the population by race.

The Asian population in Alabama remains low at 1.2% across the state.

<u>Are limited English proficient</u>

- This population has not been active in SCSEP in Alabama, with 1% of the population currently being served in the state being classified as limited English proficiency.

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(g) Describe the steps taken to avoid disruptions to service for participants to the greatest extent possible, when positions are redistributed, as provided in 20 CFR 641.365; when new Census or other reliable data become available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b))

Older individuals often feel vulnerable during times of change. SCSEP grantees in Alabama will make every effort to avoid participant disruptions by reassuring participants and their host agencies that a change of grantee in a particular area will not affect participants' SCSEP enrollment. Although the schedule for participants' receipt of their paychecks may vary somewhat from Grantee to Grantee, the mailing and direct deposit of participant paychecks will continue on a regular, dependable schedule.

Changes in Grantee and/or Grantee Service Area

DOL allocates SCSEP-subsidized community service positions to each county using a formula based on the number of individuals ages 55 and older with incomes at or below 125 percent of the federal poverty level in each county. Participants may need to be transferred to a different Grantee if Grantees agree to trade counties to consolidate their service areas and improve the efficiency of their operations.

National Grantee service areas are changed or realigned by DOL. When there is a change of Grantee or Grantee service area, the state will proactively seek to avoid a disruption in service for participants and host agencies.

Changes in the Number of Positions in a County

Other situations may occur where positions in a county may need to be increased or reduced over time, including these situations:

- Census updates on SCSEP-eligible population in counties, such as occurred in 2017, affect the equitable share, or number of positions allocated to a county;
- Grantees seek to improve the equitable balance in counties by shifting enrollments from over-served areas to under-served areas.

Strategies to Avoid Participant Disruption

When there is a change in Grantee and/or Grantee service area, the SCSEP State Coordinator will direct the following actions:

- Host a conference call with the grantees involved to ensure that they develop a transition plan and timetable for:
    - informing participants and host agencies in advance;
    - transferring records;

- holding orientations for participants and host agencies;
- and supporting continuity in administrative and programmatic functions.

When positions need to be shifted from over-served to under-served counties, Grantees will carry out the following actions:

- Use a gradual approach to redistribute the slots via attrition; and
- Encourage and work intensively to assist job-ready participants in over-served counties to find unsubsidized employment.

A Transition Plan will be implemented that has proven effective in ensuring minimal disruption to participants, host agencies, and the community. Alabama has experience in exchanging service areas with national sponsors. We have worked through and enjoyed smooth transitions. The process includes Notification of Change, Right of First Refusal, Notification to Participants, Record of Transfer, and Participant Placement.

Primary consideration is given to participants when decisions must be made about re-distribution of program positions. Unsubsidized employment is the optimum method for avoiding disruptions to participants in the program, and this policy is applied to the greatest extent possible.

No participants will be terminated for purposes of moving positions to coincide with any new census data or change in grantees. Instead, increased efforts will be made to assist participants through other local SCSEP sponsors, and to aggressively work with participants to obtain unsubsidized employment.

The state will follow the Department's recommendation of a "gradual shift that encourages participants in subsidized community service assignments to move into unsubsidized employment to make positions available for eligible individuals in the areas where there has been an increase in the eligible population."

In addition, ADSS will not transfer positions from one geographic area to another without collaboration between all grantees and approval by the Department of Labor.

This collaboration between ADSS and national grantees allows for smooth transitions for SCSEP participants, with minimal disruption of service.

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VIII. APPENDICES AND ATTACHMENTS

A. Success Plus Goals by State and Workforce Council Region

Alabama SUCCESS+ Goal 500,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Information Technology	38,240	42,720	4,479	1.11%	450	685	1,130	1,212
Science, Technology, Engineering & Mathematics	34,410	39,300	4,889	1.34%	485	830	1,315	1,204
Health Science	190,320	216,060	25,736	1.28%	2,575	7,345	9,920	6,977
Manufacturing	272,130	298,680	26,551	0.94%	2,655	11,150	13,805	7,735
Architecture & Construction	144,630	155,380	10,747	0.72%	1,075	5,260	6,330	3,536
Finance	68,440	72,100	3,655	0.52%	365	2,340	2,705	1,452
Transportation, Distribution & Logistics	188,220	203,010	14,792	0.76%	1,475	8,775	10,250	4,747
Government & Public Administration	16,500	17,430	926	0.55%	90	605	695	308
Human Services	83,110	93,160	10,044	1.15%	1,000	5,495	6,495	2,726
Law, Public Safety, Corrections & Security	67,070	69,580	2,511	0.37%	250	2,750	3,000	1,185
Education & Training	140,630	148,830	8,201	0.57%	815	6,345	7,160	2,688
Hospitality & Tourism	239,910	263,070	23,161	0.93%	2,315	18,055	20,370	6,904
Agriculture, Food & Natural Resources	79,940	81,460	1,519	0.19%	150	3,750	3,900	1,105
Business Management & Administration	311,200	315,180	3,981	0.13%	400	14,630	15,030	4,158
Marketing	242,010	249,310	7,304	0.30%	735	14,840	15,570	3,907
Arts, Audio/Video Technology &	22,550	21,780	-779	-0.35%	0	835	755	155

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Communications								

Region 1 SUCCESS+ Goal 125,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Information Technology	14,080	16,300	2,225	1.48%	225	250	470	515
Science, Technology, Engineering & Mathematics	20,460	23,340	2,885	1.33%	285	490	780	689
Health Science	39,150	44,680	5,529	1.33%	545	1,530	2,075	1,313
Manufacturing	80,530	90,790	10,254	1.21%	1,020	3,345	4,365	2,536
Architecture & Construction	31,800	34,360	2,558	0.78%	255	1,160	1,410	761
Transportation, Distribution & Logistics	44,710	47,800	3,083	0.67%	305	2,060	2,365	989
Business Management & Administration	74,890	77,760	2,864	0.38%	285	3,450	3,740	1,298
Human Services	17,470	19,700	2,230	1.21%	225	1,175	1,395	553
Finance	13,380	14,230	855	0.62%	85	470	550	283
Law, Public Safety, Corrections & Security	11,580	12,050	463	0.39%	45	495	535	199
Education & Training	27,010	28,530	1,526	0.55%	150	1,185	1,335	544
Agriculture, Food & Natural Resources	27,000	28,060	1,068	0.39%	105	1,290	1,395	469
Hospitality & Tourism	53,930	58,760	4,835	0.86%	485	4,100	4,580	1,377
Arts, Audio/Video Technology & Communications	5,150	5,100	-51	-0.10%	0	190	185	50
Marketing	52,080	53,860	1,784	0.34%	180	3,260	3,440	871
Government & Public Administration	2,810	2,950	139	0.48%	15	105	120	54

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Region 2 SUCCESS+ Goal 33,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Science, Technology, Engineering & Mathematics	980	1,150	172	1.63%	15	25	40	49
Information Technology	810	850	42	0.51%	5	15	20	19
Health Science	13,120	14,770	1,647	1.19%	155	525	685	544
Manufacturing	29,850	32,050	2,201	0.71%	220	1,250	1,470	885
Architecture & Construction	7,490	7,860	367	0.48%	35	270	305	172
Business Management & Administration	18,160	18,160	-5	0.00%	0	865	860	196
Education & Training	8,400	8,770	370	0.43%	30	350	380	172
Human Services	6,300	6,900	596	0.91%	55	405	460	210
Law, Public Safety, Corrections & Security	4,080	4,240	155	0.37%	15	150	165	81
Government & Public Administration	940	970	35	0.37%	0	35	35	16
Transportation, Distribution & Logistics	12,710	13,330	613	0.47%	60	600	655	288
Hospitality & Tourism	15,500	16,280	779	0.49%	80	1,135	1,215	369
Arts, Audio/Video Technology & Communications	1,460	1,320	-146	-1.05%	0	55	55	15
Finance	2,700	2,790	96	0.35%	10	100	110	55
Agriculture, Food & Natural Resources	6,460	6,450	-15	-0.02%	0	300	300	66
Marketing	13,260	13,350	90	0.07%	5	845	850	165

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Region 3 SUCCESS+ Goal 32,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Science, Technology, Engineering & Mathematics	1,140	1,440	298	2.35%	25	30	55	54
Information Technology	1,150	1,240	95	0.80%	5	20	25	24
Manufacturing	21,080	25,320	4,244	1.85%	420	925	1,340	897
Health Science	12,970	14,220	1,247	0.92%	120	525	645	333
Architecture & Construction	11,190	11,850	662	0.58%	60	405	465	217
Education & Training	10,110	10,860	746	0.71%	70	435	510	224
Business Management & Administration	17,980	18,220	237	0.13%	25	865	890	233
Transportation, Distribution & Logistics	11,620	12,440	824	0.69%	80	550	630	253
Finance	3,020	3,210	193	0.62%	20	105	120	61
Human Services	5,580	6,220	644	1.10%	65	365	430	162
Government & Public Administration	780	820	36	0.45%	0	30	30	10
Hospitality & Tourism	17,010	18,530	1,514	0.86%	150	1,290	1,440	422
Law, Public Safety, Corrections & Security	3,670	3,830	159	0.43%	15	145	160	65
Agriculture, Food & Natural Resources	6,330	6,400	61	0.10%	5	290	295	75
Marketing	13,370	13,500	139	0.10%	15	835	850	164
Arts, Audio/Video Technology & Communications	1,120	1,090	-28	-0.25%	0	40	35	6

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Region 4 SUCCESS+ Goal 132,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Information Technology	13,130	14,140	1,009	0.74%	100	235	330	357
Science, Technology, Engineering & Mathematics	5,100	5,570	473	0.89%	45	115	160	153
Health Science	58,520	66,940	8,417	1.35%	840	2,195	3,035	2,436
Architecture & Construction	38,690	41,290	2,601	0.65%	260	1,400	1,655	989
Finance	26,180	27,520	1,342	0.50%	130	870	1,005	578
Business Management & Administration	89,370	89,300	-71	-0.01%	0	4,180	4,170	1,006
Manufacturing	45,520	47,760	2,245	0.48%	220	1,765	1,985	988
Transportation, Distribution & Logistics	49,550	53,330	3,778	0.74%	380	2,330	2,705	1,364
Government & Public Administration	4,460	4,660	199	0.44%	20	160	180	93
Human Services	20,630	23,290	2,652	1.22%	260	1,380	1,640	789
Law, Public Safety, Corrections & Security	20,200	21,020	824	0.40%	80	855	940	404
Hospitality & Tourism	57,750	63,360	5,613	0.93%	560	4,335	4,900	1,845
Agriculture, Food & Natural Resources	8,310	8,580	268	0.32%	30	385	415	154
Marketing	68,160	70,270	2,113	0.31%	210	3,945	4,155	1,228
Education & Training	29,840	31,920	2,077	0.68%	205	1,270	1,475	774
Arts, Audio/Video Technology & Communications	6,970	6,800	-163	-0.24%	0	260	245	42

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Region 5 SUCCESS+ Goal 65,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Science, Technology, Engineering & Mathematics	2,940	3,420	479	1.52%	45	70	115	103
Information Technology	5,580	5,950	372	0.65%	40	105	140	116
Health Science	25,480	28,990	3,506	1.30%	350	1,020	1,370	816
Manufacturing	44,100	48,980	4,883	1.06%	495	1,845	2,335	1,228
Architecture & Construction	19,130	20,610	1,482	0.75%	145	695	840	421
Business Management & Administration	44,790	45,070	282	0.06%	30	2,115	2,140	481
Transportation, Distribution & Logistics	24,860	26,920	2,052	0.80%	200	1,200	1,400	569
Education & Training	23,070	24,350	1,276	0.54%	120	990	1,105	416
Human Services	13,050	14,290	1,243	0.91%	120	840	960	325
Law, Public Safety, Corrections & Security	12,420	12,740	327	0.26%	30	485	515	169
Hospitality & Tourism	37,950	41,870	3,912	0.99%	395	2,855	3,245	1,006
Finance	10,200	10,690	489	0.47%	50	350	395	177
Marketing	34,000	35,070	1,070	0.31%	105	2,150	2,255	502
Agriculture, Food & Natural Resources	9,850	9,870	19	0.02%	0	450	450	94
Arts, Audio/Video Technology & Communications	3,410	3,320	-88	-0.26%	0	135	125	17
Government & Public Administration	3,180	3,360	180	0.55%	20	115	135	60

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Region 6 SUCCESS+ Goal 32,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Information Technology	1,220	1,360	139	1.09%	15	20	35	44
Science, Technology, Engineering & Mathematics	1,190	1,340	153	1.22%	15	25	40	44
Health Science	13,880	15,410	1,527	1.05%	150	545	695	509
Manufacturing	19,540	21,170	1,628	0.80%	165	825	990	595
Architecture & Construction	8,450	8,950	499	0.58%	45	300	345	196
Transportation, Distribution & Logistics	17,870	18,920	1,050	0.57%	105	770	875	432
Human Services	5,370	5,980	608	1.08%	60	355	410	196
Business Management & Administration	20,540	20,320	-216	-0.11%	0	960	935	148
Education & Training	9,460	9,920	456	0.47%	40	410	450	194
Law, Public Safety, Corrections & Security	4,850	4,960	107	0.22%	10	185	195	71
Hospitality & Tourism	16,510	17,380	872	0.52%	85	1,220	1,305	374
Arts, Audio/Video Technology & Communications	1,180	1,110	-75	-0.65%	0	40	40	11
Marketing	16,850	17,080	224	0.13%	20	1,060	1,080	221
Agriculture, Food & Natural Resources	9,870	9,770	-98	-0.10%	0	455	445	73
Finance	3,650	3,770	118	0.32%	10	130	140	64
Government & Public Administration	1,570	1,630	63	0.39%	5	60	65	28

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Region 7 SUCCESS+ Goal 81,000								
Career Cluster	**2016**	**2026**	**Change**	**Annual Growth**	**Annual Growth Openings**	**Annual Exit Openings**	**Annual Total Openings**	**Goal 2019-2020**
Information Technology	3,390	3,940	553	1.52%	55	65	120	137
Science, Technology, Engineering & Mathematics	2,990	3,430	436	1.37%	45	70	110	111
Health Science	27,000	31,040	4,039	1.40%	400	1,035	1,435	1,026
Education & Training	17,880	18,760	886	0.48%	85	765	855	363
Architecture & Construction	28,820	31,350	2,534	0.85%	250	1,050	1,300	781
Transportation, Distribution & Logistics	28,440	31,370	2,928	0.98%	290	1,335	1,625	852
Manufacturing	30,180	31,550	1,365	0.44%	140	1,135	1,280	607
Human Services	13,240	15,150	1,908	1.36%	190	855	1,045	492
Law, Public Safety, Corrections & Security	9,980	10,470	486	0.48%	45	415	460	196
Finance	9,020	9,770	748	0.80%	70	315	385	234
Hospitality & Tourism	42,100	47,850	5,752	1.29%	575	3,255	3,830	1,511
Business Management & Administration	46,950	48,350	1,404	0.30%	135	2,275	2,415	797
Agriculture, Food & Natural Resources	12,180	12,360	180	0.15%	15	565	585	174
Marketing	40,720	42,290	1,577	0.38%	155	2,525	2,680	757
Arts, Audio/Video Technology & Communications	2,770	2,650	-116	-0.43%	0	100	90	15
Government & Public Administration	2,310	2,440	133	0.56%	10	85	95	47

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B. Success Plus Goals by Special Population

SUCCESS+ Goal = 500,000
Alabama
Annual LFP Goal = 40,000

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	280,438	24,026	2,403	2,303
Caregiver	154,574	25,651	2,565	2,465
Adults with Aging Dependents	134,990	10,038	1,004	1,004
Unemployed	83,565	66,240	6,624	0
Low-Income	849,699	114,508	11,451	10,807
Indians, Alaskan Natives, Native Hawaiians	27,311	789	79	69
People with Disabilities	291,771	82,688	8,270	8,230
Older Individuals	516,713	29,907	2,993	2,893
Ex-Offenders	15,224	10,691	1,069	1,069
Homeless Individuals	17,546	3,845	382	372
Youth Who Aged Out of Foster System	572	208	23	23
English Language Learners	20,725	7,023	702	580
Individuals with Low Levels of Literacy	48,998	28,664	2,860	2,436
Individuals with Substantial Cultural Barriers	106,217	22,076	2,209	2,209
Migrant & Seasonal Farmworkers	18,266	3,796	380	380
Individuals Nearing TANF Exhaustion	8,565	3,429	343	343
Single Parents	178,243	46,216	4,622	3,990
Long-Term Unemployed	15,960	11,939	1,195	0
Individuals Preparing for Nontraditional Fields	N/A	3,708	370	370
Youth with Parents in Active Duty Military	8,750	4,558	4,566	456

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 125,000
Region 1
Annual LFP Goal = 10,000

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	44,866	7,448	745	745
Caregiver	36,679	8,441	844	844
Adults with Aging Dependents	13,025	1,853	185	185
Unemployed	16,824	14,330	1,433	0
Low-Income	104,860	28,609	2,861	2,261
Indians, Alaskan Natives, Native Hawaiians	819	211	21	11
People with Disabilities	62,902	14,190	1,419	1,419
Older Individuals	122,848	8,498	850	850
Ex-Offenders	3,470	2,893	289	289
Homeless Individuals	3,969	1,022	102	102
Youth Who Aged Out of Foster System	71	51	5	5
English Language Learners	14,505	3,733	373	261
Individuals with Low Levels of Literacy	59,361	7,279	728	623
Individuals with Substantial Cultural Barriers	32,504	8,366	837	837
Migrant & Seasonal Farmworkers	7,672	1,975	197	197
Individuals Nearing TANF Exhaustion	1,089	780	78	78
Single Parents	40,087	10,318	1,032	967
Long-Term Unemployed	2,902	1,747	175	0
Individuals Preparing for Nontraditional Fields	N/A	2,000	200	200
Youth with Parents in Active Duty Military	1,772	1,256	126	126

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 33,000
Region 2
Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	11,731	797	79	79
Caregiver	13,699	1,150	115	115
Adults with Aging Dependents	4,246	659	66	66
Unemployed	5,935	5,061	506	0
Low-Income	38,704	7,921	792	748
Indians, Alaskan Natives, Native Hawaiians	259	46	5	5
People with Disabilities	27,963	6,581	658	658
Older Individuals	47,358	2,727	273	273
Ex-Offenders	1,916	1,143	114	114
Homeless Individuals	1,897	339	34	24
Youth Who Aged Out of Foster System	34	30	3	3
English Language Learners	2,480	443	44	34
Individuals with Low Levels of Literacy	22,630	723	72	52
Individuals with Substantial Cultural Barriers	5,350	757	76	76
Migrant & Seasonal Farmworkers	1,096	146	15	15
Individuals Nearing TANF Exhaustion	524	94	9	9
Single Parents	16,323	1,769	177	167
Long-Term Unemployed	1,101	997	100	0
Individuals Preparing for Nontraditional Fields	N/A	800	80	80
Youth with Parents in Active Duty Military	1,772	817	82	82

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 32,000
Region 3
Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	6,240	1,006	101	101
Caregiver	9,707	1,554	155	155
Adults with Aging Dependents	4,029	743	74	74
Unemployed	5,113	4,480	448	0
Low-Income	39,320	8,227	823	823
Indians, Alaskan Natives, Native Hawaiians	261	55	5	5
People with Disabilities	19,992	6,036	604	564
Older Individuals	33,516	1,407	141	141
Ex-Offenders	795	466	47	47
Homeless Individuals	773	162	16	16
Youth Who Aged Out of Foster System	14	3	3	3
English Language Learners	1,931	203	20	20
Individuals with Low Levels of Literacy	20,115	2,208	218	218
Individuals with Substantial Cultural Barriers	6,620	1,085	109	109
Migrant & Seasonal Farmworkers	1,096	179	18	18
Individuals Nearing TANF Exhaustion	731	153	15	15
Single Parents	14,581	2,901	290	242
Long-Term Unemployed	826	640	64	0
Individuals Preparing for Nontraditional Fields	N/A	300	30	30
Youth with Parents in Active Duty Military	438	192	19	19

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 132,000
Region 4
Annual LFP Goal = 10,500

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	37,548	7,759	776	676
Caregiver	34,956	7,051	705	605
Adults with Aging Dependents	13,137	3,589	359	359
Unemployed	16,492	14,506	1,451	0
Low-Income	99,958	27,311	2,731	2,731
Indians, Alaskan Natives, Native Hawaiians	811	222	22	22
People with Disabilities	59,726	25,709	2,571	2,571
Older Individuals	111,313	8,956	896	796
Ex-Offenders	2,791	2,263	226	226
Homeless Individuals	3,340	913	91	91
Youth Who Aged Out of Foster System	75	20	2	2
English Language Learners	11,592	1,567	157	157
Individuals with Low Levels of Literacy	46,557	7,721	771	472
Individuals with Substantial Cultural Barriers	29,856	7,157	716	716
Migrant & Seasonal Farmworkers	1,096	249	25	25
Individuals Nearing TANF Exhaustion	2,121	580	58	58
Single Parents	48,048	13,128	1,313	947
Long-Term Unemployed	3,068	2,838	284	0
Individuals Preparing for Nontraditional Fields	N/A	191	19	19
Youth with Parents in Active Duty Military	438	270	27	27

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 65,000
Region 5
Annual LFP Goal = 5,200

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	15,402	1,831	183	183
Caregiver	23,547	2,829	283	283
Adults with Aging Dependents	7,119	809	81	81
Unemployed	11,812	10,671	1,067	0
Low-Income	89,462	16,447	1,645	1,645
Indians, Alaskan Natives, Native Hawaiians	711	131	13	13
People with Disabilities	44,563	10,558	1,056	1,056
Older Individuals	72,247	3,137	314	314
Ex-Offenders	2,000	1,568	157	157
Homeless Individuals	2,570	472	47	47
Youth Who Aged Out of Foster System	37	17	2	2
English Language Learners	5,443	501	50	50
Individuals with Low Levels of Literacy	42,371	3,789	378	378
Individuals with Substantial Cultural Barriers	16,764	2,082	208	208
Migrant & Seasonal Farmworkers	1,096	201	20	20
Individuals Nearing TANF Exhaustion	1,999	367	37	37
Single Parents	39,433	7,250	724	683
Long-Term Unemployed	2,299	1,923	192	0
Individuals Preparing for Nontraditional Fields	N/A	92	9	9
Youth with Parents in Active Duty Military	1,772	326	33	33

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 32,000
Region 6
Annual LFP Goal = 2,600

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	4,986	756	76	76
Caregiver	13,336	790	79	79
Adults with Aging Dependents	5,511	746	75	75
Unemployed	5,837	4,900	490	0
Low-Income	41,052	7,152	715	715
Indians, Alaskan Natives, Native Hawaiians	226	39	4	4
People with Disabilities	24,806	5,408	541	541
Older Individuals	42,147	1,166	117	117
Ex-Offenders	1,488	756	76	76
Homeless Individuals	1,758	192	19	19
Youth Who Aged Out of Foster System	87	25	2	2
English Language Learners	2,375	208	21	21
Individuals with Low Levels of Literacy	21,612	1,712	170	170
Individuals with Substantial Cultural Barriers	5,062	769	77	77
Migrant & Seasonal Farmworkers	5,114	778	78	78
Individuals Nearing TANF Exhaustion	7,799	1,139	114	114
Single Parents	16,948	2,910	291	291
Long-Term Unemployed	1,152	1,098	110	0
Individuals Preparing for Nontraditional Fields	N/A	252	25	25
Youth with Parents in Active Duty Military	1,772	1,204	120	120

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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SUCCESS+ Goal = 81,000
Region 7
Annual LFP Goal = 6,500

Special Population Groups	Population Estimates	Share of Aggregate of Attainment Goal	2019-2020 Annual Attainment Goal	2019-2020 Annual Labor Force Participation Goal
Displaced Home maker	25,069	4,429	443	443
Caregiver	22,650	3,837	384	384
Adults with Aging Dependents	10,796	1,639	164	164
Unemployed	13,465	12,292	1,229	0
Low-Income	77,071	18,841	1,884	1,884
Indians, Alaskan Natives, Native Hawaiians	349	85	9	9
People with Disabilities	40,465	14,206	1,421	1,421
Older Individuals	87,205	4,016	402	402
Ex-Offenders	2,464	1,602	160	160
Homeless Individuals	5,090	745	73	73
Youth Who Aged Out of Foster System	253	62	6	6
English Language Learners	2,731	368	37	37
Individuals with Low Levels of Literacy	41,854	5,232	523	523
Individuals with Substantial Cultural Barriers	10,061	1,860	186	186
Migrant & Seasonal Farmworkers	1,096	268	27	27
Individuals Nearing TANF Exhaustion	1,294	316	32	32
Single Parents	32,480	7,940	794	693
Long-Term Unemployed	2,849	2,696	270	0
Individuals Preparing for Nontraditional Fields	N/A	73	7	7
Youth with Parents in Active Duty Military	788	493	49	49

Sources for population estimates include US Census Bureau (ACS), AL Dept. of Public Health (ADPH), AL Dept. of Human Resources (DHR), AL Dept. of Corrections (DOC), The Annie E Casey Foundation, and AL Dept. of Labor (ADOL).

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