



State of Arkansas Workforce Innovation and Opportunity Act Combined State Plan

Program Years 2016 – 2019

Submitted by the Arkansas Workforce Development Board
March 3, 2016

A plan to promote and support a talent development system in Arkansas that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity.

State of Arkansas
Workforce Innovation and Opportunity Act
Combined State Plan
Program Years 2016 – 2019 (July 1, 2016 – June 30, 2019)

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I. Introduction and Plan Type

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

The State of Arkansas has elected to coordinate and integrate as many workforce development programs as possible, and therefore, elects to submit a combined state plan that will streamline investment in workforce development. The following programs are partners in this combined plan.

Arkansas Department of Workforce Services

- WIOA Title I Adult Program
- WIOA Title I Dislocated Worker Program
- WIOA Title I Youth Program
- WIOA Title II Wagner-Peyser Employment Services
- Unemployment Insurance
- Temporary Assistance for Needy Families
- Jobs for Veterans State Grant
- Migrant and Seasonal Farmworkers Program
- Trade Adjustment Assistance for Workers Program

Arkansas Department of Career Education

- WIOA Title III Adult Education and Family Literacy Act Program
- WIOA Title IV Vocational Rehabilitation Program through Arkansas Rehabilitation Services

Arkansas Department of Human Services

- WIOA Title IV Vocational Rehabilitation Program through the Division of Services for the Blind
- Supplemental Nutrition Assistance Program (SNAP) Employment & Training Program

II. Strategic Elements

Economic, Workforce, and Workforce Development Activities Analysis

Economic Analysis

The State of Arkansas is in many ways a reflection of the changes facing the nation as a whole. Despite a population size of only 1% of the nation, seven of the Fortune 500 companies are headquartered here. This list includes the largest retailer in the world (Walmart), one of the largest food producers in the world (Tyson), and a national chain of gas stations (Murphy USA). The other four companies making that list, Murphy Oil, Dillard's, Windstream, and J.B. Hunt, further demonstrate the diverse economic base of the state. Arkansas is also fortunate to be home to major operations with companies headquartered in other states such as Baxter International, Lockheed Martin, HP, FedEx, Post Foods, Kimberly-Clark, and Nucor to name just a few. Arkansas has also been fortunate to host the creation of unique information and service provider companies, such as Acxiom, Southwest Power Pool, and the aforementioned Windstream. The Arkansas workforce is cosmopolitan, with workers from all corners of the globe that come for the opportunities available in the Natural State.

Arkansas has many natural wonders and is a popular tourist destination. However, its greatest strength is in its human capital. Arkansas continues to be a leader in the extraction of energy and minerals, timber production, and agriculture. These industries also lead to a large number of jobs in the areas of support for these industries as well as in production of value-added products as Tyson and Murphy USA do. However, as reflected in the national trend, the Arkansas economy will generate most of its revenue through service industries. Much of Arkansas is rural, and the majority of service industries are located in metropolitan areas. This creates even greater challenges for economic development in the state's rural areas. Despite the challenges, rural areas of the state continue to be home to numerous contract manufacturers as well as manufacturers of unique products.

The Arkansas Economic Commission has identified 15 targeted industries for the state: Advanced Food Manufacturing and Packaging, Aerospace/Aviation, Biosciences, Data Centers, Distribution and Logistics Services, Firearms and Ammunition, Paper and Timber Products, Regional Headquarters, Smart Grid Technologies (Power Electronics), Software Development and Data Management Services, Steel Production, Sustainable Building Products and Fixtures, Technical Support Services, Transportation Equipment Manufacturing, and Walmart Suppliers. <http://www.arkansasedc.com/industries>

These targeted industries represent the diversity of Arkansas enterprises, a product of the natural resources, labor force, and entrepreneurial spirit available in the state.

To prepare this report and provide workforce boards in the state with tools for development planning in their own areas, data were downloaded and prepared from the Arkansas Department of Workforce Services Labor Market Information (LMI)

website, <http://www.discoverarkansas.net/>. These data were then turned into interactive visualizations, which are available at the following websites. These visualizations can be downloaded as an image or PDF format. The goal is to help stakeholders at the state land local level better understand future industry and occupational needs and to provide workforce development boards with the tools needed to better serve their areas.

The data available at <http://arkansasresearchcenter.org/arc/index.php?cID=153> includes:

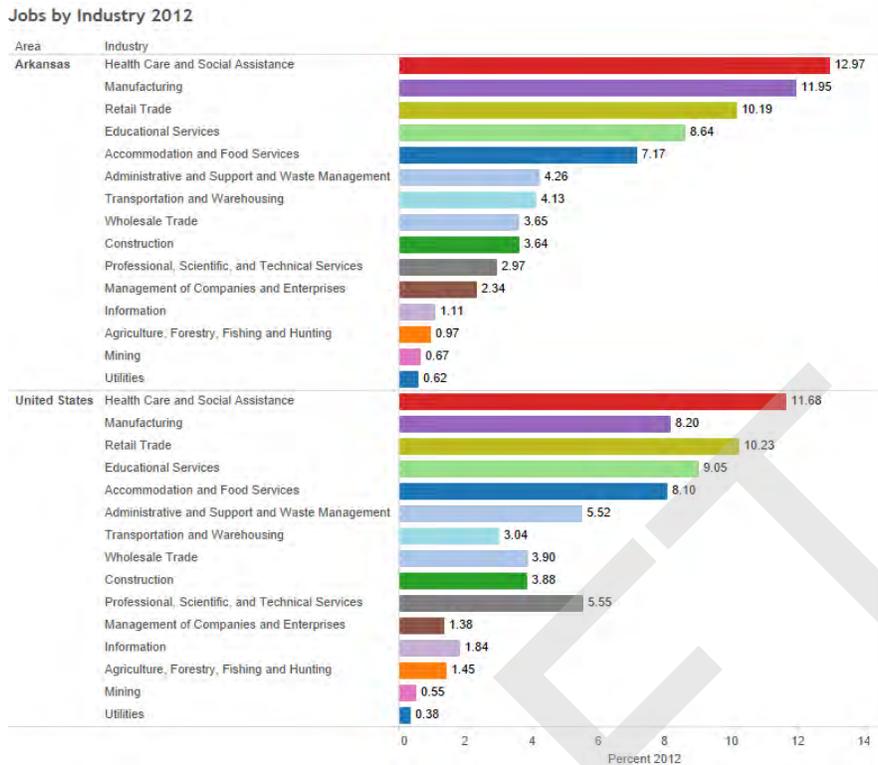
- Industries in 2012
- Job Growth in 2022
- Projected Job Growth by Workforce Development Area
- Projected Job Growth by Industry
- Percent Workforce in 2022

These data demonstrate the current makeup of the workforce by major industry, as well as projections of the number of jobs these industries will need in 2022. To the right of the visualizations are "filters" to help explore the data choosing multiple regions to compare, such as United States vs Arkansas, Arkansas vs. workforce region, or directly compare regions.

The data available at <http://arkansasresearchcenter.org/arc/index.php?cID=154> includes:

- Arkansas Occupations, Current and 2022 Projections, which includes data visualizations concerning occupations in Arkansas, both currently and projections for 2022. Occupations are listed by their Standard Occupation Code (SOC) title. The SOC system is hierarchical. SOC Major codes are the top level occupational areas, such as "Construction and Extraction Occupations." At the next level would be SOC Minor, one of which for the above would be "Construction Trades Workers." Finally there is SOC Detail, such as "Stonemasons" or "Carpenters." This webtool allows users to manipulate the data by indicating the level of detail desired.

While Arkansas' current and future industry outlook is similar to the nation, there are important areas of distinction.



Manufacturing employs a greater percentage of Arkansas workers, 11.95%, than at the national level of 8.2%. Health Care and Social Assistance is also larger at 12.97% in the state compared to 11.68% at the nation, in part because of high poverty and obesity rates in the state. Arkansas lags the nation in the number employed in Professional, Scientific, and Technical Services, 2.97% to 5.55%, but leads the nation in Management of Companies and Enterprises, 2.34% to 1.38%. These two areas are of special interest in Arkansas because they provide some of the highest wages in the state. Arkansas also leads in the percentage of workers in Transportation and Warehousing, 4.1% to 3%. J.B. Hunt, the fifth leading commercial carrier in the nation, recently announced an expansion that will be creating over 1,000 jobs in the next 6 years. Despite the large role Agriculture, Forestry, Fishing and Hunting play in the state, surprisingly, there are actually a smaller percentage of Arkansas workers in those industries than at the national level. While manufacturing and transportation play a large role in the state's economy and employ a large number of its workers, these industries are also subject to increased efficiency which can lead to fewer jobs.

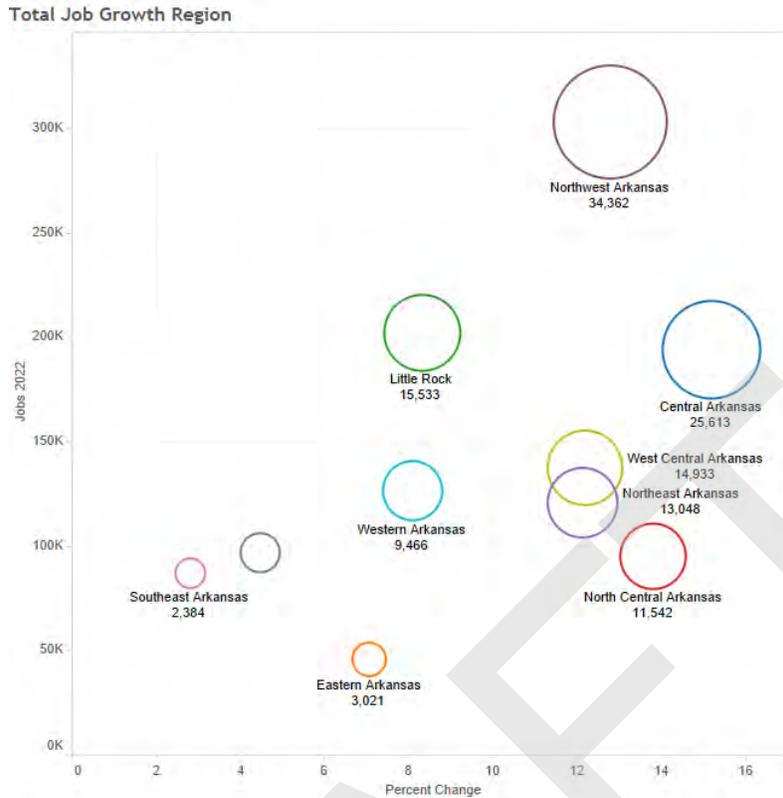
While Arkansas's current workforce is somewhat similar to the nation, there is dramatic difference between regions of the state. For example, the industries which employ the greatest percentage of workers in the Southeast region of the state are much different than both the state and the nation.

Jobs by Industry 2012



A greater percentage of workers in the Southeast are in Manufacturing, 17.62%, and, not surprisingly, a much larger percentage of workers in this very rural area of the state are employed in Agriculture, Forestry, Fishing and Hunting. The most dramatic difference is that while Health and Social Assistance employs 12.97% at the state level, only about 4% of workers in the Southeast are employed in that industry. This is somewhat counterintuitive since the Southeast is an area of the state with especially high rates of poverty. Each region of the state has something of a unique makeup of industries in its area, with its own challenges for meeting the needs of employers in that region.

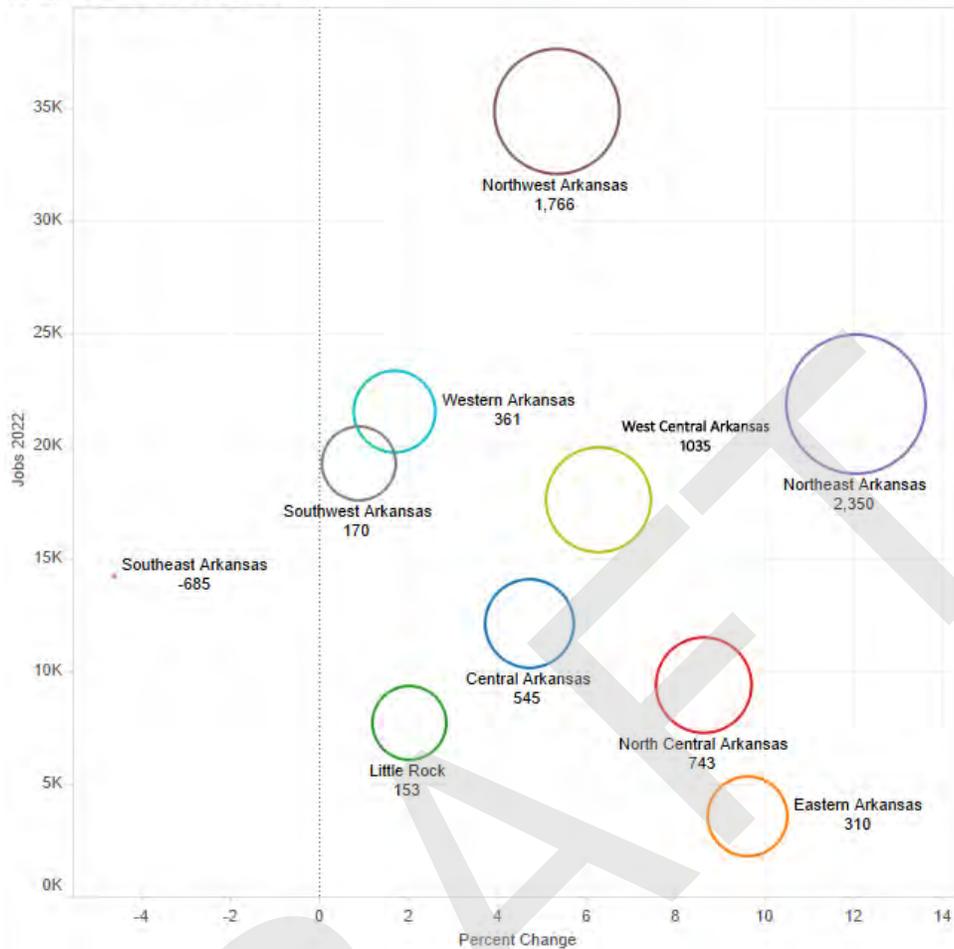
If we look at industry projections for Arkansas and its regions, these differences become even more readily apparent. The bubble chart below shows each of Arkansas’s regions. The size of the bubble represents the number of jobs expected to be added to those regions by 2022. The vertical axis represents the total number of jobs in those regions, and the horizontal axis represents the percent of growth by region.



The Northwest region is projected to continue to employ the largest number of Arkansans, over 300,000, and to have robust growth of 12.8%. However, the Central region is projected to grow at a higher rate of 15.2% but will employ only about 200,000 workers. The North Central (13.83%), West Central (12.2%), and Northeast (12.14%) regions are projected to have job growth at rates higher than the state average of 10.46%, while all other regions will have below average growth. The Southeast region is projected to have only 2.82% growth in jobs. The largest city in the Southeast, Pine Bluff, declined in population by 6.6% between 2000 and 2010 and declined another 4.43% between 2010 and 2013, earning it the title of one of the “Fastest Shrinking Cities” in the nation. While the growth of jobs in Arkansas is projected to create by 2022 is similar to the rate the nation is expected to grow, growth and the industry sectors which will lead the growth vary greatly between regions of the state.

A look at a specific industry sector such as manufacturing also demonstrates the different needs of employers in those regions.

Total Job Growth Region



While the Northwest is projected to continue to have the most workers employed in manufacturing, almost 35,000, the projected growth of 5.3% and addition of 1,766 manufacturing jobs is less than the 12.1% growth and addition of 2,350 jobs in the Northeast region. The Southeast is projected to lose 685 jobs in that sector by 2022, a decline rate of 4.6%.

Manufacturing in Arkansas is very diverse, from the production of guided missiles, specialty petroleum products, railcars, heavy equipment, medical supplies, recreational boats, turbine blades, steel pipe, commercial trucks, tires, etc. This is in addition to the manufacturing of food products which is in virtually every region of the state, but which also varies from the production of chips and cereal products in the Northeast, poultry products in the Northwest, and beef and pork processing in the West Central region. What manufacturers in the state need in terms of a skilled workforce varies greatly by region, and the same is true for all other industry sectors. It is important that workforce development in the state be regionally focused and centered on the industry needs in those regions.

The industries which will have the greatest rate of growth vary greatly between the national, state, and regional levels.

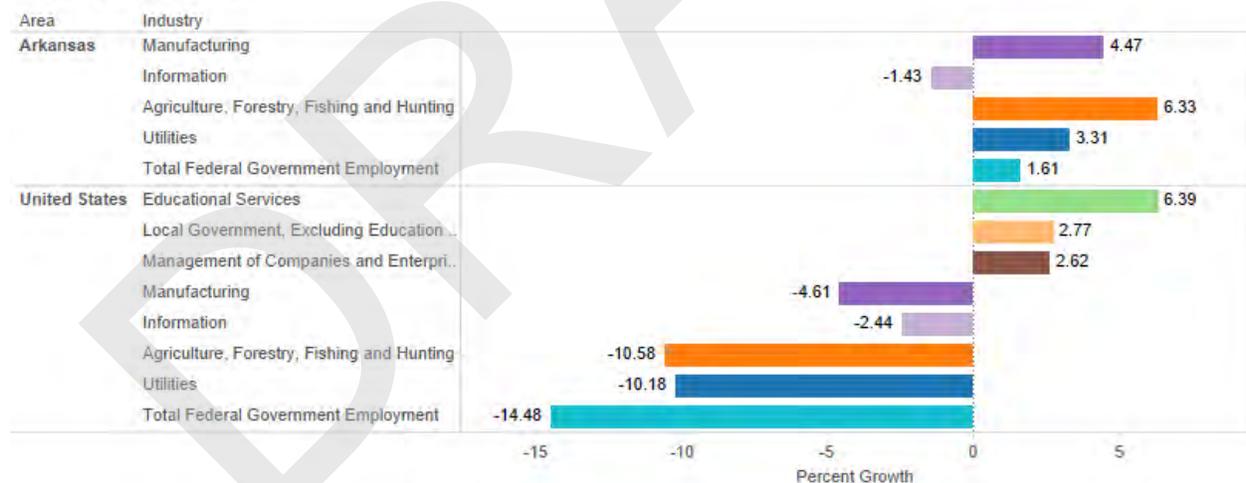
Industry Growth



In this example of the industry sectors which are projected to have a rate of growth of 10% or higher, what is most striking about Arkansas projections is that construction is not a top area of growth for the state, even though it is projected to grow 28.8% at the national level. Arkansas's second highest area of growth at 21.2% will be in Accommodation and Food Services, while this industry is expected to grow only 8% at the national level. There are much greater differences between the regions of the state, which is included as a chart in the Appendix.

The industries which will have the lowest rates of growth vary even more.

Industry Less Growth

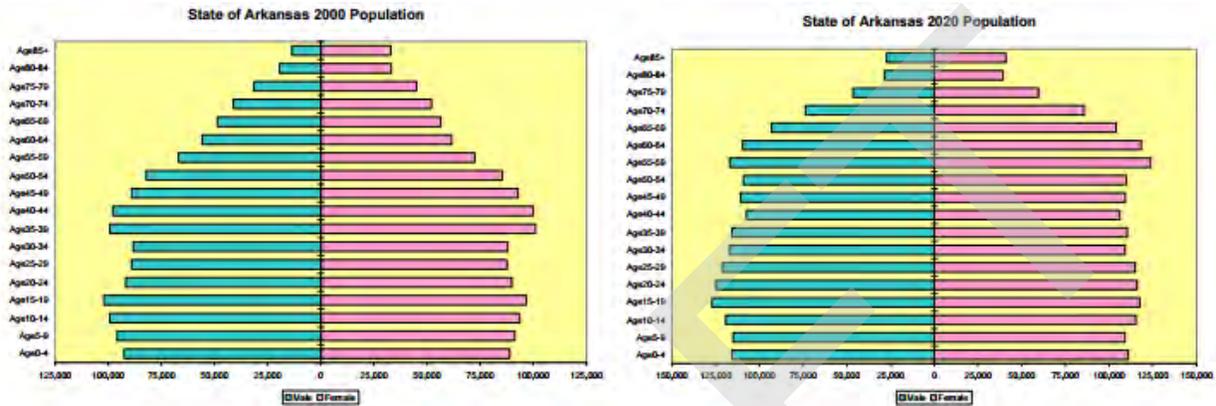


The above graph shows industries where projected growth by 2022 is less than 6.5%, which will be five industries in Arkansas yet eight at the national level. While manufacturing is projected to have a modest growth of 4.47% in the state, at the national level manufacturing is projected to lose jobs with a rate of -4.6%. The difference between regions is even greater, and is included as a chart in the Appendix.

Workforce Analysis

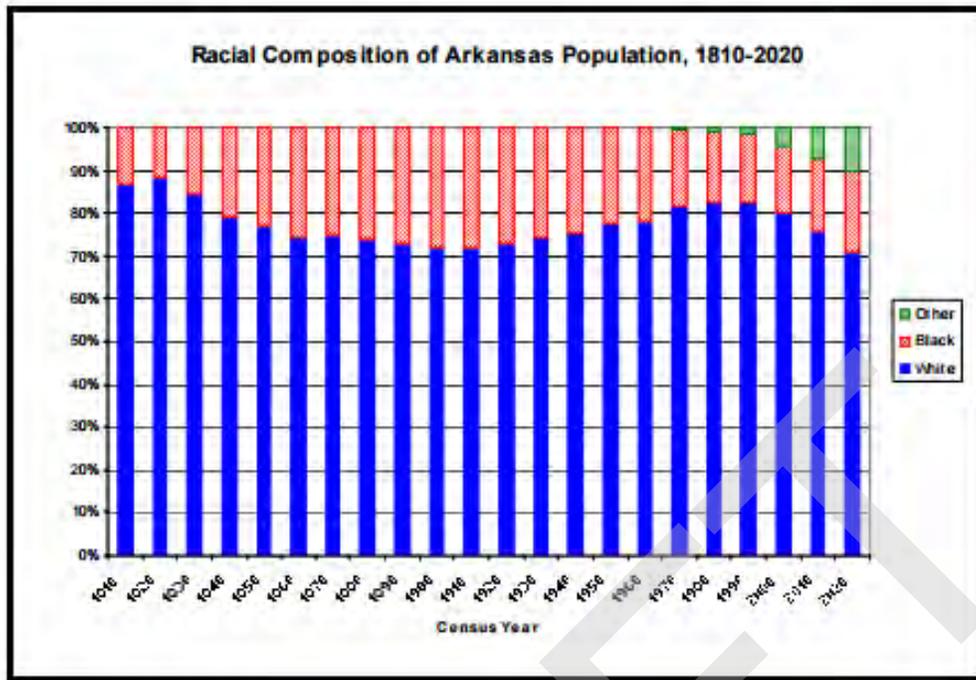
The demographic makeup of Arkansas' citizenry is changing in fundamental ways, as outlined in the "Arkansas Demographic Research Brief" as published by the Institute for Economic Advancement at the Center for Economic Development of the University of Arkansas at Little Rock. (<http://www.aiea.ualr.edu/images/rokdownloads/DemoRes/Research%20Publications%20and%20Briefs/DemChar.pdf>)

An aging workforce is the most dramatic change and the one which has the greatest implications for workforce in the state.

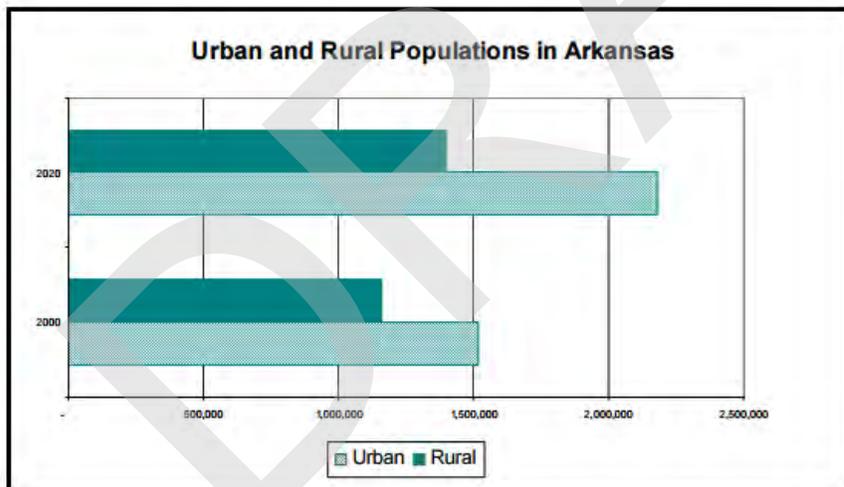


The ratio of aged persons to youth is expected to rise from 49.2% in 2000 to 60.7% in 2020. This increase in the number and proportion of aged persons has big implications for health and social services, education, available workforce, and other areas.

Another major demographic change will be greater diversity in the state, with the non-white population expected to rise to 30% by 2020, from a low of just 18.4% in 1970. This increase in proportion is in large part attributable to an influx of Hispanics in the state, with the Hispanic population growing by 337% between 1990 and 2000.



The other area of major change in the demographics of Arkansas is increasing urbanization. In 2000, 56.7% of Arkansans lived in urban areas, but this portion is expected to rise to 61% by 2020.



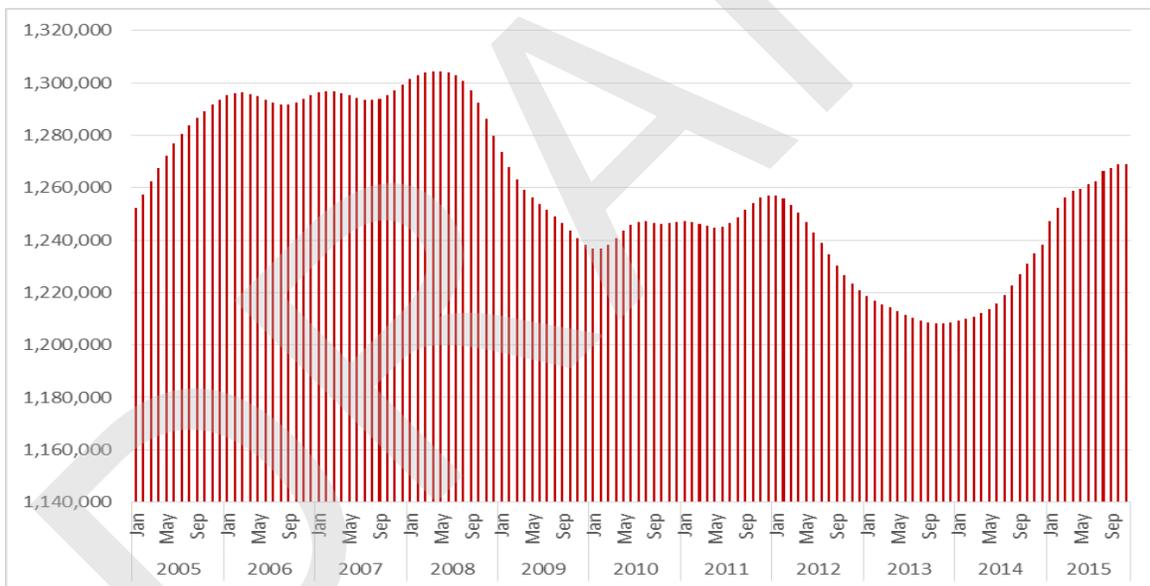
The population of the State of Arkansas grew to 2,966,369 in 2014, adding 7,604 between 2013 and 2014 and 50,451 between 2010 and 2014. Arkansas's civilian labor force decreased 6,800 between 2013 and 2014, but employment increased 9,600 over the same period. Compared to 2004, the size of the civilian labor force is up a slight 300 while employment is down 5,200. Unemployment decreased 16,400 between 2013 and 2014, with the unemployment rate dropping by 1.3 percent. Compared to 10 years ago, unemployment has increased 5,200 with the unemployment rate increasing by four-tenths of a percentage point to 6.1 percent in 2014 (see the

chart below). The State’s unemployment rate continued to drop throughout 2015, with November 2015 declining to 5.0 percent.

Arkansas Civilian Labor Force Estimates (Annual Average)					
	2014	2013	2004	1-Year Change	10-Year Change
Civilian Labor Force	1,300,600	1,307,400	1,300,300	-6,800	300
Employment	1,220,900	1,211,300	1,226,100	9,600	-5,200
Unemployment	79,700	96,100	74,200	-16,400	5,500
Unemployment Rate	6.1	7.4	5.7	-1.3	0.4

The chart below shows the number of employed Arkansans from January 2005 to November 2015. Notice the decline at the start of the recession in 2008 and the steady increase that began towards the end of 2013. The number of employed has still not rebounded to pre-recession levels.

State of Arkansas
 Number of Employed (Seasonally Adjusted)
 January 2005 – November 2015



The chart below shows Labor Force data calculated by the U.S. Census Bureau (based on the 2010-2014 American Community Survey). Labor Force data is included for various demographics, including age, race, sex, poverty status, disability status, and educational attainment.

Subject	Arkansas			
	Total	In labor force	Employed	Unemployment rate
	Estimate	Estimate	Estimate	Estimate
Population 16 years and over	2,315,782	59.2%	54.1%	8.4%
AGE				
16 to 19 years	159,995	36.4%	26.5%	27.2%
20 to 24 years	205,824	72.8%	61.2%	15.2%
25 to 44 years	749,130	79.2%	72.3%	8.2%
45 to 54 years	395,446	74.7%	70.2%	5.8%
55 to 64 years	363,212	57.3%	54.9%	4.2%
65 to 74 years	251,769	22.2%	21.3%	4.3%
75 years and over	190,406	5.9%	5.7%	3.7%
RACE AND HISPANIC OR LATINO ORIGIN				
One race	2,280,871	59.3%	54.1%	8.4%
White	1,852,561	58.9%	54.5%	7.1%
Black or African American	339,996	59.0%	49.6%	15.6%
American Indian and Alaska Native	14,585	58.4%	52.2%	10.1%
Asian	30,146	65.5%	61.5%	5.9%
Native Hawaiian and Other Pacific Islander	3,763	72.5%	60.3%	16.8%
Some other race	39,820	72.6%	67.2%	7.2%
Two or more races	34,911	56.4%	49.5%	11.6%
Hispanic or Latino origin (of any race)	125,760	69.4%	64.1%	7.1%
White alone, not Hispanic or Latino	1,771,732	58.5%	54.1%	7.1%
Population 20 to 64 years	1,713,612	72.7%	66.8%	7.8%
SEX				
Male	847,492	77.9%	71.1%	8.1%
Female	866,120	67.7%	62.6%	7.4%
With own children under 6 years	142,086	67.6%	60.3%	10.8%
POVERTY STATUS IN THE PAST 12 MONTHS				
Below poverty level	293,401	50.5%	36.5%	27.7%
DISABILITY STATUS				
With any disability	255,291	36.0%	30.5%	15.3%
EDUCATIONAL ATTAINMENT				
Population 25 to 64 years	1,507,788	72.7%	67.6%	6.8%
Less than high school graduate	200,172	55.6%	48.9%	12.0%
High school graduate (includes equivalency)	516,823	69.2%	63.4%	8.3%
Some college or associate's degree	460,803	75.6%	70.1%	6.8%
Bachelor's degree or higher	329,990	84.7%	82.0%	2.8%
PERCENT IMPUTED				
Employment status for population 16 years and over	5.7%	(X)	(X)	(X)

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

The State of Arkansas had 1,157,630 average covered employees in 2014. Of those, 82.7 percent worked in the private sector, 1.7 percent worked in Federal Government, 6.1 percent worked in State Government, and 9.5 percent worked in Local Government.

Nonfarm Payroll Job Trends

Between 2013 and 2014, the average number of nonfarm payroll jobs rose 12,600. Eight major industry sectors posted over-the-year growth, while three sectors declined. Professional and business services added 4,700 jobs, mostly in administrative and support services (+3,200). Jobs in trade, transportation, and utilities rose 3,500. Most of the hiring occurred in retail trade (+2,600). Leisure and hospitality added 3,400 jobs between 2013 and 2014, largely in food services (+2,800). The largest annual decline occurred in government, down 1,500. Losses in local government (-1,800) more than offset minor gains in state government (+600). Compared to 2004, average nonfarm payroll employment in 2014 increased 30,700. All the growth was in service providing industries (+83,400), which was partially offset by the losses in goods producing industries (-52,800). Seven major industry sectors expanded between 2004 and 2014, while four sectors declined. **Educational and health services** reported the largest increase, adding 29,600 jobs. Most of the hiring was in health care and social assistance (+27,800). Jobs in **professional and business services** rose 25,400, with growth seen across all three sub-sectors. **Leisure and hospitality** added 17,400 jobs over the decade, mostly in food services (+15,800). **Government** expanded by 13,000 jobs, largely attributed to gains in state government (+10,900). The largest decline between 2004 and 2014 occurred in **manufacturing**, which lost 49,100 jobs. Most of the loss was in durable goods manufacturing (-31,400). Smaller declines were reported in **information** (-6,100), **construction** (-5,500), and **financial activities** (-1,200).

Arkansas Nonfarm Payroll Jobs (Annual Average)					
NAICS Industry	2014	2013	2004	1 Year Change	10 Year Change
Total Nonfarm	1,188,800	1,176,200	1,158,100	12,600	30,700
Goods Producing	209,400	207,700	262,200	1,700	-52,800
Natural Resources and Mining	8,900	9,500	7,000	-600	1,900
Construction	45,900	45,500	51,400	400	-5,500
Specialty Trade Contractors	28,900	28,500	30,000	400	-1,100
Service-Providing	979,300	968,500	895,900	10,800	83,400
Manufacturing	154,700	152,800	203,800	1,900	-49,100
Durable Goods Manufacturing	76,700	75,600	108,100	1,100	-31,400
Non-Durable Goods Manufacturing	78,000	77,200	95,700	800	-17,700
Trade, Transportation and Utilities	244,800	241,300	242,000	3,500	2,800
Wholesale Trade	46,600	46,700	46,200	-100	400
Retail Trade	135,900	133,300	130,800	2,600	5,100
Transportation, Warehouse, and Utilities	62,300	61,300	65,000	1,000	-2,700
Information	13,700	14,200	19,800	-500	-6,100
Financial Activities	49,700	49,600	50,900	100	-1,200
Finance and Insurance	36,800	36,400	37,600	400	-800
Real Estate and Rental and Leasing	12,900	13,100	13,300	-200	-400
Professional and Business Services	133,600	128,900	108,200	4,700	25,400
Professional, Scientific, and Technical	40,300	39,900	33,700	400	6,600

Management of Companies	32,500	31,400	23,000	1,100	9,500
Administrative and Support Services	60,800	57,600	51,500	3,200	9,300
Education and Health Services	172,200	171,500	142,600	700	29,600
Educational Services	13,700	13,700	11,900	0	1,800
Health Care and Social Assistance	158,400	157,800	130,600	600	27,800
NAICS Industry	2014	2013	2004	1 Year Change	10 Year Change
Ambulatory Health Care	49,300	48,500	39,600	800	9,700
Social Assistance	36,900	36,300	23,600	600	13,300
Leisure and Hospitality	108,300	104,900	90,900	3,400	17,400
Arts, Entertainment, and Recreation	10,600	10,000	9,100	600	1,500
Accommodation Services	11,000	11,100	10,900	-100	100
Food Services	86,700	83,900	70,900	2,800	15,800
Other Services	43,800	43,200	41,300	600	2,500
Government	213,400	214,900	200,400	-1,500	13,000
Federal Government	20,200	20,400	20,800	-200	-600
State Government	77,400	76,800	66,500	600	10,900
Local Government	115,900	117,700	113,100	-1,800	2,800

The job market in Arkansas is predicted to improve between 2014 and 2016 with 29,413 new jobs, an increase of 2.27 percent. Goods-producing industries are estimated to see a net gain of 3,122 jobs, while the service-providing industries are forecasted to increase 25,105. Arkansas's self-employed ranks are estimated to experience a net gain of 1,186, an increase of slightly less than one percent. **Professional and business services** is projected to be the top growing major industry sector, adding 7,798 jobs to total 138,918.

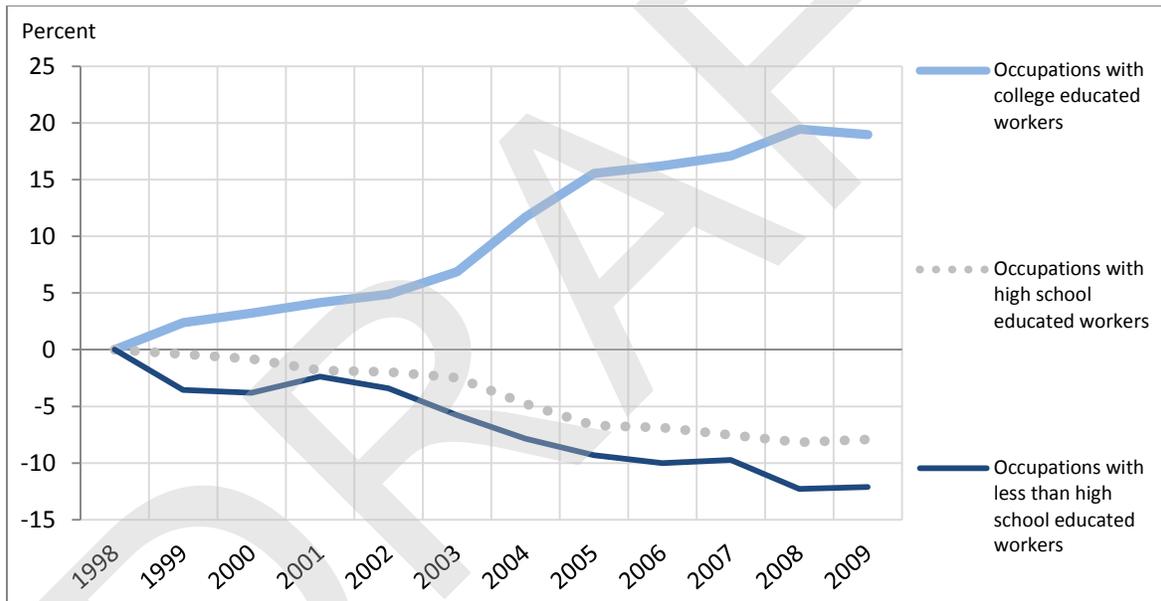
Employment Projections by Skill and Education

Despite the vibrant business environment in Arkansas, it is difficult to ignore the disparity of prosperity and opportunity between regions in the state as well as groups of workers within those regions. This disparity among workers persists in even the most prosperous areas of the state and is seemingly institutionalized in the poorer regions. There are three key indicators of Arkansas' workforce competitiveness among other states in the union; it is 49th in the number of citizens with a bachelor's degree, 46th in terms of poverty, and number one in terms of obesity rates. The challenges facing Arkansas in developing a dynamic and educated workforce to compete in a global marketplace are daunting. The barriers to prosperity are especially concentrated in historically poor regions of the state, as well as areas of poverty even within the state's more prosperous areas.

One of the greatest challenges facing Arkansas' workforce is the fact that it has one of the lowest levels of education in the nation. For example, the US Census Bureau has Arkansas ranked at 49th in the number of adults with a bachelor degree or more (<https://www.census.gov/prod/2012pubs/p20-566.pdf?cssp=SERP>). While nationwide 27.9% percent of Americans age 25 and older have a bachelor's degree or more, only 18.9% of Arkansans have a bachelor's or more, with West Virginia being the only state with a lower percentage of 17.3%.

What is even more striking is the disparity in education among different groups in the state. The ACT profile for the high school graduating class of 2015 has 28% of students in the nation scoring at or above ACT’s benchmark for college readiness, but only 21% of Arkansas 2015 graduates met that standard (<https://www.act.org/newsroom/data/2015/pdf/profile/Arkansas.pdf>). However, only 4% of African Americans in the state met all four benchmarks, and only 14% of Latinos met those standards.

Arkansas finds itself lagging in educational attainment compared to most other states in the nation, and increasingly, the U.S. finds itself lagging behind an increasing number of nations. It is clear that the twin forces of automation and globalization continue to create more opportunities for those with postsecondary education while the number of occupations available for those with a high school diploma or less continues to decrease. This is a global phenomenon, which this chart from the OECD Skills Outlook 2013 demonstrates (http://www.oecd-ilibrary.org/education/oecd-skills-outlook-2013_9789264204256-en)



As a southern state, some areas of Arkansas may be in what Tony Carnevale, research professor and director for the Georgetown University Center on Education and the Workforce, describes as in a “low-wage/low-skill equilibrium”, where the supply of skills and demand for skills are balanced at low-education and low wage levels (<https://cew.georgetown.edu/wp-content/uploads/2014/11/DecadeBehind.FullReport.073112.pdf>). In such areas, low educational achievement is both a cause and consequence of the industries and occupations in those areas. Areas where the majority of occupations require little education provide fewer incentives for those seeking to improve their employment through education.

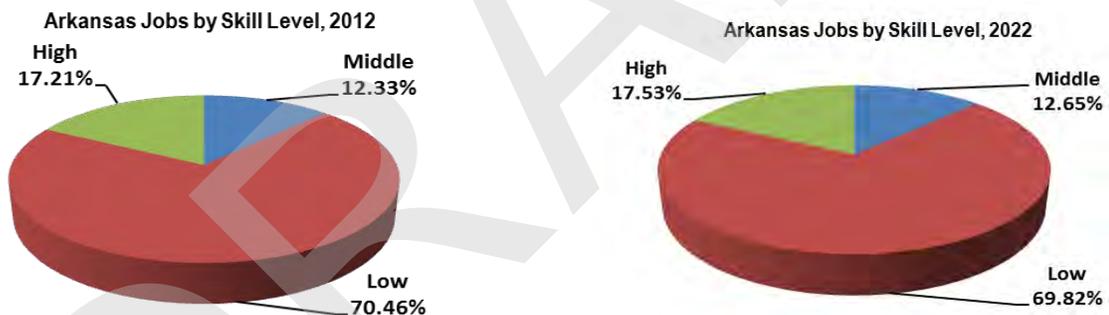
Areas with low levels of educational attainment in the state continue to have a higher concentration of jobs in manufacturing, utilities, and transportation. However, long-term job growth in these industries is easily compromised by the productivity growth that increases output

with fewer workers. Manufacturing jobs are also susceptible to both global and regional competition, which have been demonstrated by the high number of trade certified company layoffs and closures in Arkansas. However, other companies in Arkansas have recently announced expansions which will create thousands of jobs.

While the majority of jobs in the Arkansas economy are low-skilled jobs (those that require a High School Diploma or Less), it is the middle-skill jobs that are projected to be the fastest growing skill group with a growth rate of 13.35%. Middle-skill jobs are defined as occupations that require more than a high school diploma, but less than a Bachelor’s Degree. Middle-skilled jobs are estimated to increase 21,390 and have 53,262 openings between 2012 and 2022. As seen on the chart below, the ratio of middle-skill job employment to total state employment is projected to go up from 12.33% in 2012 to 12.65% in 2022. The rate for low-skilled jobs is expected to fall slightly, as a percent of total employment.

Arkansas 2012-2022 Projections by Skill-Level

Skill	2012	2022	Net Growth	Percent Growth	Growth Openings	Replacement Openings	Total Openings
Middle	160,185	181,575	21,390	13.35%	21,627	31,635	53,262
Low	915,470	1,002,034	86,564	9.46%	90,828	220,022	310,850
High	223,533	251,526	27,993	12.56%	28,079	46,864	74,943



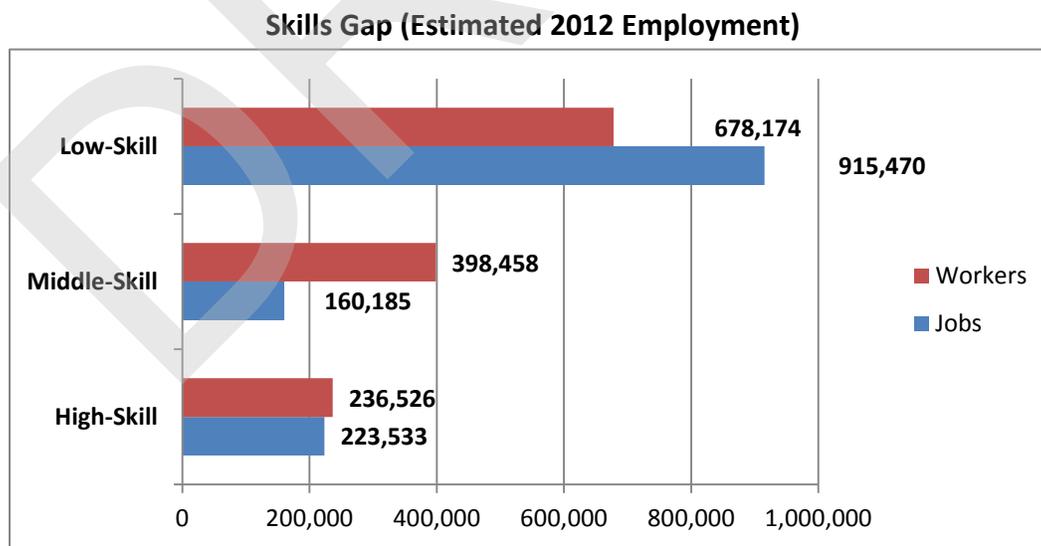
Source: Arkansas Department of Workforce Services, Bureau of Labor Statistics Occupational Assignments

Every education category is projected to see positive net growth between 2014 and 2016. Occupations requiring less than a High School education are expected to add the most jobs during the projection period, adding 11,205 jobs. Jobs requiring a High School Diploma or equivalent are estimated to increase 10,597. At 3.22 percent, jobs requiring less than a High School education are projected to be the fastest growing educational group. Occupations requiring a Bachelor’s degree are expected to grow by 4,264 jobs or 2.28 percent. Growth in occupations requiring a Master’s degree or Doctoral or Professional degree are estimated to be 2.02 percent and 2.55 percent respectively. Educational attainment of the State’s population aged 25 years and over shows that 83.7 percent have earned a High School Diploma/Equivalent or higher, while 20.1 percent have earned a Bachelor’s degree or higher.

Projected Employment by Educational Attainment (2014-2016)

Education Title	2014 Estimated Employment	2016 Projected Employment	Net Growth	Percent Growth	Annual Openings-Growth	Annual Openings-Replacement	Annual Openings-Total
Doctoral or professional degree	29,315	30,062	747	2.55%	393	548	941
Master's degree	18,769	19,148	379	2.02%	214	358	572
Bachelor's degree	187,025	191,289	4,264	2.28%	1,663	3,584	5,247
Associate's degree	43,336	43,900	564	1.30%	486	827	1,313
Postsecondary non-degree award	99,501	100,989	1,488	1.50%	972	1,850	2,822
Some college, no degree	13,398	13,567	169	1.26%	45	280	325
High school diploma or equivalent	558,687	569,284	10,597	1.90%	3,734	11,533	15,267
Less than high school	347,741	358,946	11,205	3.22%	3,130	10,939	14,069

In the chart below (based on employment in 2012), the workers (red bar) are an estimate of the number of people in the labor force that have obtained the level of education needed for the occupation. The jobs (blue bar) are an estimate of the number actually employed in the occupation. For both middle-skilled and high-skilled occupations, the number of workers trained for those occupations is higher than those employed in the occupation. The gap for middle-skilled occupations is high, with 398,458 trained for the occupation and 160,185 actually in the occupation. For high skilled jobs, the gap is much lower. The gap for low-skilled jobs is reversed, where the people actually working in these jobs is much higher than those who have trained for these jobs. This can be interpreted to mean that a large number of workers that are trained in middle and high-skilled occupations are employed in lower-skilled occupations. The charts below indicate roughly more than 250,000 workers are underemployed, with the majority affecting middle-skilled occupations.



The chart below includes five High-Demand occupations that require middle-skill training.

High Demand Middle-Skill Occupations (by Industry and Wage)

High-Demand Middle-Skilled Jobs	Industry	2014 Wages
Registered Nurses	Healthcare	\$ 56,480
First-Line Supervisors of Production and Operating Workers	Manufacturing	\$ 50,240
Aircraft Mechanics and Service Technicians	Aerospace	\$ 43,240
Computer User Support Specialists	Information Technology	\$ 41,210
Heavy and Tractor Trailer Truck Drivers	Trucking	\$ 36,350

Recent surveys of employers attending regional advisory council meetings of the Career and Technical Education program held statewide indicated that the skills needed by employers fall into four groups – 1) soft skills, 2) basic/core skills, 3) technical skills and 4) education programming and promotion. 91 percent of responding employers indicated that soft skills and basic and core skills were needed and only nine percent indicated that technical skills were an issue. Many employers indicated that if they could find workers that had the soft, basic and core skills, they could train them for the technical skills needed.

- **Soft Skills** refers to areas including attendance, ownership, initiative, attitude, work ethic, perspective, teamwork and customer service, dress code, professionalism
- **Basis and Core Skills** refers to interviewing and resumes, computers generally (MS Office software), math, problem solving, communication, writing, reading, troubleshooting, critical thinking, and attention to detail
- **Technical Skills** refers to a particular job skill such as electronics, maintenance, tool & die, Certified Nursing Assistant, welding, technical certifications, robotics, equipment and computer programming, computer aided design, math, biology, chemistry, and drawings and schematics.
- **Education Programming and Promotion** refers to demonstrations by employers at schools, internships, job shadowing, apprenticeships, tours, mentoring, job/career fairs, concurrent credit, equipment donations, and work-based learning for students, teachers, counselors, career coaches, parents, and administrators.

Workforce Development, Education and Training Activities Analysis

The State’s Workforce Development Activities

Arkansas’s workforce development activities are coordinated through the following state agencies: the Arkansas Department of Workforce Services (ADWS), the Arkansas Department of Career Education (ADCE) and the Department of Human Services (DHS), Division of County Operations and Division of Services for the Blind (DSB). These agencies are responsible for all the core and non-core programs included in the combined state plan.

State Agency Program Responsibility

Agency	Core Program	Non-Core Program
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ADWS

- Adult (Title I)
- Dislocated Worker (Title I)
- Youth (Title I)
- Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)
- Trade Adjustment Assistance for Worker Program (Chapter 2, Title II Tract Act)
- Jobs for Veterans State Grants (Title 38, Chapter 41)
- Migrant and Seasonal Farmworker Program (Title I)
- Temporary Assistance for Needy Families (TANF) Program (42 U.S.C.)

ADCE

- Adult Education and Family Literacy (WIOA Title II)
- Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV) as of July 1, 2016

DHS

- Vocational Rehabilitation for the Blind (Title I Rehabilitation, as amended by Title IV) as of July 1, 2016
- SNAP Employment & Training

Arkansas Workforce Centers

The Arkansas Workforce Centers are at the forefront of the workforce activities, and represent Arkansas's version of the American Jobs Center. There are 46 workforce centers spread across the state providing access to many Arkansans. In addition to these locations, Arkansas has six mobile workforce center units that travel the state as needed and provide service locations in rural parts of the State.

The Arkansas Workforce Centers are overseen at the state level by the ADWS, and are managed locally by each of the local workforce development boards. Local boards are comprised of local businesses, labor, partner agencies, and other key stakeholders to create a diverse and functional group. The boards, in alignment with the States' vision, provide front line strategic implementation for state-wide initiatives in addition to their locally-determined priorities. State initiatives include sector strategies, career pathway development, and standardized business services delivery. Local priorities include lay off aversion, specific career pathway development, youth programs, targeted sector partnerships, work-based learning, and others.

Local boards are tasked with procuring a one-stop operator for the daily operation of their perspective center(s) in accordance with WIOA 121(d). These boards carry out workforce

activities by partnering locally through Memorandums of Understanding (MOU) to implement core, non-core, and other partner programs. Arkansas Workforce Centers are fully integrated with WIOA, Wagner-Peyser, Jobs for Veterans State Grant (JVSG), and Trade Adjustment Assistance (TAA), Temporary Assistance for Needy Families (TANF), Unemployment Insurance (UI); local partnerships and integration also exist in many areas with Supplemental Nutrition Assistance Program (SNAP) Employment & Training Programs, Adult Education and Family Literacy, Vocational Rehabilitation, and others.

With this foundation for service integration, Arkansas Workforce Centers operate under the “no wrong door” philosophy, while local areas have developed their own customer flow strategies that are unique to their area. Typical customers entering the center are engaged by an intake process that is designed to identify the needs of the individual by gathering information and then utilizing the appropriate resources for those needs. In some cases, the resources are initiated by a referral to a partner program. Customers are given solutions and next steps to their questions, barriers, and issues by connecting directly with the appropriate workforce system partner as part of this philosophy.

The Arkansas Department of Career Education, Adult Education Division (ADCE-AED) funds 38 local adult education programs, 9 community-based and/or privately operated literacy councils, and special projects such as the Arkansas Adult Learning Resource Center through state and federal grants. The service delivery systems are diverse. Programs are funded through a variety of local administrative entities, including public schools systems, community based organizations, colleges, community colleges, technical institutes, and the Arkansas Department of Corrections. Local programs provide adult education services such as teaching academic skills to people who function from beginning reading through a 12.9 functioning grade level and English as a Second Language (ESL). These services are free and provided through classes held in locations throughout each program’s service area and in programs such as family literacy, workplace, correctional institutions, and Workforce Alliance for Growth in the Economy (WAGE™). In the 2014-2015 program year, 27,636 adult Arkansans received services from programs receiving adult education funding; 5,484 or 20% were ESL students and 2,939 or 11% were individuals in institutional settings such as correctional facilities or community corrections programs.

DSB continues to support its 17 accessible kiosks for consumers at Arkansas Workforce Center locations. The original 10 kiosks were placed in the same cities where DSB has offices; the second set of seven kiosks were placed in cities with either two- or four-year institutions of higher education. The kiosks provide consumers the same access to the Internet to search for jobs as a sighted person seeking services from workforce centers. DSB provides training to workforce center staff and clients on the use of the kiosks.

Workforce System Services – Unemployed and Underemployed

Arkansas Workforce Centers offer the full array of Career Services outlined in WIOA 134(c)(2) for unemployed and underemployed jobseekers. Career services available at the centers vary

because of local area inflexion and needs of particular communities. Basic career services are available at approximately 46 locations throughout Arkansas. Each center has computers, printers and copiers, printed resources, and staff to assist jobseekers. Many of the services, including Arkansas Job Link and Discover Arkansas LMI Portal, can be accessed virtually through the internet via computer, smart phone, or tablet. Arkansas Job Link is the state job matching system and is the virtual one-stop-shop where Arkansans can centralize all their career search activities. It allows jobseekers to self-enter his/her resume(s) and job search 24/7. Arkansas Job Link also provides access to a tool box of job search assistance links including career exploration, training resources, self-marketing tools, Unemployment Insurance information, and additional job banks. The built-in event calendar communicates upcoming hiring events, job fairs, and other workforce activities.

Discover Arkansas LMI Portal allows jobseekers to make informed data-driven career decisions. This labor market system provides a wide variety of regional labor market services, such as labor trends, statistics, economic, demographic, salary, and employer data. It allows jobseekers to set up a personal page for their career exploration data to be readily accessible. Basic Career services also extend beyond the virtual world. After the initial assessment, customers—as appropriate—may be provided with direct linkages to additional workforce activities, including multiple education and training opportunities, across the workforce system through partner referrals. Many of these partners are housed within the workforce center.

Jobseeker Services

Individualized career services within the Arkansas Workforce Centers vary across the state, but all the offices offer a full line of activities to prepare jobseekers for the modern workforce. They address many of the soft skill and technical skill training Arkansas employers require such as:

Labor exchange services must also provide labor market information to the individuals seeking services. The information must be accurate and include information on local, regional and national labor market areas such as:

- Job vacancies in labor market areas
- Information on job skills necessary to obtain the jobs
- Local, in-demand occupations and related earning potential
- Opportunities for advancement in those occupations

All One-Stops must provide the following career services:

- Outreach, intake and orientation
- Initial assessment
- Labor exchange services
- Eligibility for services
- Referrals to programs
- Performance and cost information
- Information on unemployment insurance
- Financial aid information

- Follow-up services

Additionally, One-Stops and partners must provide appropriate services for individuals to obtain or retain employment. These services include, but are not limited to:

- Individual Employment Plan (IEP)
- Career planning and counseling (no longer called case management)
- Comprehensive assessment
- Occupational Skills Assessment
- Short-term prevocational services
- Internship and work experience including transitional jobs and industry partnerships
- Workforce preparation
- Out-of-area job search
- English language acquisition
- Financial literacy

Training Services

Career services are not always enough to enable job seekers to obtain self-sufficient employment. In some instances, formal training is required. Arkansas Workforce Centers offer multiple trainings services such as:

- Occupational skills training
- On-the job training (OJT)
- Registered Apprenticeships
- Incumbent worker training
- Skill upgrading and retaining
- Entrepreneurial training, and
- Adult education and family literacy activities

Training services are funded through WIOA programs, Pell Grants, partner programs, and state and local grants. Local areas are responsible for establishing and implementing local policies for eligibility, Individual Training Account (ITA) limits, and the identification of in-demand sectors or occupations. Through multiple initiatives and projects, Arkansas has focused training and career development activities on sector strategies/partnerships and career pathway development. At the state level, the Eligible Training Provider List (ETPL) has been updated pursuant to WIOA Sections 122 and 134. This list ensures that Arkansans are able to make informed decisions on training providers and programs based on accurate data including completion and placement rates, labor market information, and wage expectations.

Supportive Services

In order to assist job seekers in obtaining or retaining employment through career or training services, Arkansas Workforce Centers offer a variety of supportive services. Local areas are responsible for establishing supportive service policy that outlines types, eligibility, limits, etc. Examples of supportive services include child care, transportation, needs-related payments, tools

and equipment, uniforms, and other clothing. In addition to WIOA-funded supportive services, local areas have developed relationships with community partners that assist with utility payments, food, shelter, and other basic needs.

Business Services

The focal point of all workforce system activities is business and industry. These activities are taking place statewide and may include:

- **Access to facilities** – use of Workforce Center facilities by a business for a variety of purposes such as meetings, trainings, orientations, interviews, etc.;
- **Assessments** – Any test or assortment of tests used to measure the skills, interests and/or personality traits of a job seeker, potential employee, or current employee;
- **Business education** – Seminars, round tables, workshops, focus groups, etc.;
- **Business information** – Information given to a business pertaining to a variety of incentive programs or other information requested that provides a benefit to that business;
- **Hiring events** – A customized event for a single employer that assists with recruiting, interviewing, and hiring of one or more positions;
- **Job fairs** – Event for multiple employers that assists with the recruiting, interviewing, and hiring of one or more positions;
- **Job postings** – Staff-entered or web-entered job orders approved by staff;
- **Labor market information** – Information on state and local labor market conditions; industries, occupations, and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results;
- **Rapid Response** – A variety of services to businesses that are facing restructuring and downsizing including onsite workshops for employees in transition; job placement assistance; and information on unemployment benefits;
- **Screening** – Any service that involves the initial evaluation of applications or resumes that assists the employer in the recruiting process; and
- **Training and retraining** - Any service provided to a business that involves the training or retraining of current or future employees including OJTs, Work Experiences, Incumbent Worker Training, etc.

The individual program services offered are detailed in Section VI and VII that provide program specific information.

Services to Disabled Persons

The Arkansas Department of Career Education, Rehabilitation Services division, provides vocational rehabilitation services to people with disabilities. Currently, there are significant barriers for people with disabilities in relation to attaining employment. A 2008 study

(StatsRRTC¹) indicated the employment rate for people with disabilities was 33.9% when compared to 79.1% for people without disabilities. Historically, there are significant barriers to the inclusion of people with disabilities into the overall strategy for economic development in Arkansas. Arkansas Rehabilitation Services in Partnership with the Arkansas Services for the Blind are leading the charge for providing targeted training and education for people with disabilities in order for them to develop the skills and abilities needed to attain competitive integrated employment in Arkansas.

Through the Governor's Executive Order 10-17, the Department of Human Services, Division of Services for the Blind (DSB) coordinates with other state agencies to increase employment of Arkansans with disabilities. The order also aims to focus consumer services first toward the goal of self-sufficiency through employment.

Strengths and Weaknesses of the Workforce Development Activities

Initial analysis of the strengths and weaknesses of Arkansas's workforce development activities suggests that our talent development system has the right expertise and pockets of excellence. Successfully serving common customers in our system will require continued collaboration, coordination and re-assessment. During a strategic planning session of the Arkansas Workforce Development Board, the following strengths, weaknesses, opportunities and threats were identified for the workforce development system in Arkansas.

Strengths

- The State has strong workforce development programs in place; however, the state needs to focus on outreach and education about the services available.
- The State's business leaders are at the table as champions of the programs through input into program design, identification of skills development, and commitment to continuous improvement of the talent development system.
- Key industries are involved in strategic planning and committed to driving the talent development system in Arkansas.
- Economic Development is involved in planning activities at the state and local level and have identified targeted industries.
- Partnerships at state level are strong and will enable the state to successfully and fully implement WIOA thereby enhancing services to the public through the State's talent development system.
- Despite stagnant budgets, staffing has been maintained to provide a presence or services in all 75 counties.
- Adult Education in Arkansas is free of charge, including the GED testing.

¹ Reference: Rehabilitation Research and Training Center on Disability Demographics and Statistics (StatsRRTC), (2008); Report on Disability Demographics for Arkansas; Retrieved 12/21/2015, URL: <https://www.disabilitystatistics.org/reports/report.cfm?fips=2005000#emp-state>.

Weaknesses

- Arkansas a shrinking labor force.
- Secondary education involvement in workforce development, strategic planning and program design needs to be strengthened.
- Funding for community colleges is insufficient.
- While there are strong partnerships in some areas of the state with community colleges and workforce development, involvement from all community colleges statewide should be stronger.
- Funding models for education are inadequate.
- Marketing and outreach of the State's talent development system is inadequate and too many employers and jobseekers are unaware of the services and opportunities available.
- Employers' outreach to students and their parents regarding potential occupations needs to be increased.
- Parent and students lack knowledge of business/industry in the State.
- Government is not at the table as an employer.
- Kiosks for blind consumers are not available statewide and staff turnover at the locations make it necessary to provide frequent and ongoing training.
- Structured staff training programs for serving the customers across agencies not in place, especially recognizing the special needs of serving persons with disabilities.

Opportunities

- Current Registered Apprenticeship Opportunities present a tremendous opportunity for workforce development strategies.
- Strong industry/workforce partnerships in some areas of the State.
- The State has new leadership to drive the new agenda of collaboration and coordination.
- Bringing community colleges to the table to enhance the State's talent development system.
- Opportunities for community college programs to increase capacity.
- Program-based learning needs to be explored and utilized.
- Community College partnerships should be expanded to increase credential attainment.

Threats

- Arkansas has an aging workforce and the younger generation is not skilled to replace retiring workers.
- Regional disparities in workforce and industries makes it difficult to recruit new industries.
- Misalignment of services and programs could threaten enhanced service delivery and integrity of the talent development system.
- Duplication of efforts and programs reduces the efficiency of already stagnant or declining budgets.
- Systemic education issues in secondary and higher education.
- Losing industries in need of skilled labor.

- Lack of existing workforce training funds.
- Stagnant or declining budgets for workforce development programs from federal sources.
- Coordination at the state level for implementation of WIOA is strong; however, this level of collaboration and coordination is labor intensive and often takes team members away from oversight and leadership responsibilities. Maintaining the current level of collaboration is critical to success, but will be hard to maintain.

State Workforce Development Capacity

Arkansas is well-poised to provide workforce and talent development activities given the strong knowledge base of our practitioners. With nationally-recognized system components, such as a career pathway system with many bridges and stackable credentials; a Registered Apprenticeship program and training programs that meet industry demands, our pursuit becomes one of continuous improvement. Arkansas has implemented a workforce system designed to increase capacity to serve more customers. Led by the strategic vision set by Governor Asa Hutchinson and the Arkansas Workforce Development Board, the functional design of the Arkansas workforce system starts with coordination at the highest level through the Governor's Workforce Cabinet, which provides a common direction at the state agency level for driving workforce development, which will increase capacity and extend the alignment of the system to a broader and more diverse population of jobseekers across the state.

The agencies represented in the plan, some who are new to being co-located in a workforce center, will develop a streamlined customer experience through referrals from and to core, non-core, and program partners to coordinate workforce activities and increase the capacity of each partner by allowing specialized services to function optimally and assist in the elimination of the duplication of services. Furthermore, through direction by the Arkansas Workforce Development Board and one of the objectives of this plan, the State will explore ways to increase capacity, especially in rural areas across the state beyond bricks-and-mortar, through virtual services.

Concern continues for many of the programs of this plan, including the WIOA Title I programs, Wagner-Peyser, TANF, and Adult Education, that have experienced stagnant or declining funding over the last several years. The lack of new funding in many programs means the State must continue to find smarter and more efficient ways to provide services to Arkansans.

In WIOA Title I programs, several local boards have made changes in their program administration and service delivery, such as entering into consortia with other partners to operate the workforce centers request waivers to provide core and intensive services, rather than hire private providers with cost margins. This has resulted in savings at the local board level, which enables more funding to be directed to services and training.

Although funding has been stagnant over the past 20 years in Adult Education, providers still serve all 75 counties in Arkansas. Adult education currently receives \$19 million in state funding and \$5.2 million in federal funding to serve approximately 28,000 clients. The funding

continues to be used for Adult Education Family Literacy Act activities such as 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, correctional education, and integrated education and training. The Adult Education Division has a strong working collaborative relationship with other state agencies and organizations to help provide education, literacy, and workforce services to clients that help reduce duplication of services and provide braided funding opportunities of approved activities. Some of the current collaborations include:

- The *Arkansas Literacy Council* to increase the number of literacy councils throughout the state.
- The *Department of Workforce Services* and the *Department of Human Services* to provide educational support and training to Temporary Assistance to Needy Families (TANF) and Supplemental Nutritional Assistance Program (SNAP) clients.
- The *Arkansas Rehabilitation Services* to provide assistance for adult education students with a documented disability (ies).
- Local courts and community corrections programs to provide academic instruction to first time offenders and reentry individuals.
- *Arkansas Community Colleges* (ACC) to provide career pathways that lead to a sustainable income to students without a high school diploma.
- The *Arkansas Department of Corrections* to continue to provide federal funding to incarcerated adults without a high school diploma.

In addition, besides the traditional classroom, one of the ways adult education is providing adult education and workforce activities is through distance education. Currently, 64% of adult education and literacy providers offer distance learning. The state office has revamped the distance learning program to provide professional development training and certified curricula that can assist with student learning. For students who are unable to attend an adult education or literacy council program or desire to work independently, distance learning has been a great alternative for education access.

The capacity of the state to provide workforce development for persons with disabilities is difficult to predict. The existing infrastructure for service provision is inadequate because of the added responsibilities related to transition services for students with disabilities. It will take creative partnerships with stakeholders in secondary education to be successful. It is critical for local resources to include provisions to assist people with disabilities to develop the skills needed for competitive integrated employment. The current staff members have designated duties above and beyond cross-training other agencies. Direct client services are positively impacted by these activities, so they are a priority; however, increased workloads and performance goals put a strain on vocational rehabilitation staff.

State Strategic Vision and Goals

Vision

Arkansas will have a world-class workforce -- well educated, skilled and working -- to keep Arkansas's economy competitive in the global marketplace.

Mission

To promote and support a talent development system in Arkansas that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity.

Arkansas Talent Development System Philosophy

- We believe that there must be a pipeline of skilled workers for employers and a job for every Arkansan that wants one.
- We believe that the talent development system of Arkansas must be relevant to the labor market in order to meet the needs of employers and jobseekers, and for Arkansas to compete globally.
- We believe that every Arkansan should have opportunity and access to training and education that leads to a career with gainful employment.
- We believe innovation and partnerships centered around local economic priorities maximizes effectiveness and puts the State in the best position to address local and regional workforce needs.
- We believe that the Arkansas' workforce system should be a viable resource for business and industry.
- We believe that in order for the talent development system to be the preferred system, the system must be accountable, flexible, and align education and training with business and industry needs.
- We believe that in order for the talent development system to be effective, we must eliminate overlap and duplication of resources and services and streamline investment of funds.

Vision for the Arkansas Workforce Development Delivery System

The publicly funded workforce system envisioned by the Workforce Innovation and Opportunity Act (WIOA) is quality focused, employer-driven, customer-centered, and tailored to meet the needs of regional economies. It is designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. It aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers, and provides a comprehensive, accessible and high-quality workforce development system. This is accomplished by providing all customers access to high-quality workforce development centers that connect them with the full range of services available in their communities, whether they are looking to find jobs, build basic

educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices, or are businesses and employers seeking skilled workers.

The Arkansas Workforce Development Board adopted a vision for the Arkansas Workforce Development Delivery System at their regular quarterly meeting in October 2015. This vision can be found online at www.dws.arkansas.gov/wioa.htm and provides standards of a high quality workforce center including customer service, innovation and service design, and systems integration and high-quality staffing.

Goals

Strategic Goal 1: Develop an efficient partnership with employers, the educational system, workforce development partners, and community –based organizations to deliver a platform that will prepare a skilled workforce to existing and new employers.

Goal 1 Objectives:

1. Expand employer partnerships through the support of industry engagement.
2. Identify and promote best practices (private and public) for developing and sustaining partnerships.
3. Expand partnership with economic development to refine sector strategies.
4. Improve communication/participation between education entities, local and state boards, government agencies, community-based organizations, and employers.
5. Increase accountability and clarity of action between all workforce related boards.
6. Increase the utilization of Registered Apprenticeship programs as viable talent development opportunities.
7. Increase connections with employers and Vocational Rehabilitation agencies to provide support and employment for youth and adults with disabilities.
8. Partner with K12 education, higher education, career and technical education, and adult education to provide consistent rules and eliminate barriers to implementing training programs around the State.
9. Explore data sharing opportunities with non-governmental organizations that are committed partners to the state's workforce center system that will lead to improved intake, referral, and case management for customers served by multiple agencies (both public and private).
10. Expand small business participation.

Strategic Goal 2: Enhance service delivery to employers and job seekers.

Goal 2 Objectives:

1. Develop a common intake process for jobseekers and businesses that will efficiently connect them with services available from all workforce development partner programs.

2. Develop an integrated data system that will enable the sharing of information between partner agencies to more efficiently service both employers and job seekers.
3. Promote training that leads to industry recognized credentials and certification.
4. Support transportable skill sets for transportable careers.
5. Support career pathways development and sector strategy initiatives as a way to meet business and industry needs.
6. Expand service delivery access points by the use of virtual services.
7. Develop a common business outreach strategy with a common message that will be utilized by all workforce system partners.
8. Develop a menu of services that is available at each service delivery access point that provides a list of the services and training opportunities available through Arkansas's talent development system.
9. Utilize customer satisfaction surveys to ensure continuous improvement of the State's talent development system.
10. Explore data sharing opportunities with non-governmental organizations that are committed partners to the state's workforce center system that will lead to improved intake, referral, and case management for customers served by multiple agencies (both public and private).

Strategic Goal 3: Increase awareness of the State's Talent Development System

Goal 3 Objectives:

1. Increase access to the workforce development system through a no wrong door approach to services.
2. Change employer and job seeker perceptions of the workforce system.
3. Develop an image-building outreach campaign that educates Arkansans about the services and the career development opportunities available in the State.
4. Utilize technology, including social media and search engine optimization, to better connect jobseekers and employers with the talent development system in Arkansas.
5. Develop a reader friendly website that provides a common repository of information about career development opportunities that's relevant to K12 education, parents, educators, adults, employers, government agencies, and the general public.

Strategic Goal 4: Address Skills Gaps

Goal 4 Objectives:

1. Conduct a statewide skills and asset analysis to determine the skills gap present and resources available to solve the skills issue.
2. Develop and implement an action plan to address the skills gap in Arkansas.
3. Analyze the effectiveness of currently used job readiness standards and explore coordination opportunities between the Arkansas Career Readiness Certificate program and the Workforce Alliance for Growth in the Economy (WAGE) program.
4. Develop and implement an action plan for addressing the soft skills issues in Arkansas.

Performance Goals

WIOA ensures that Federal investments in employment and training programs are accountable to job seekers, employers, customers, and tax payers. WIOA establishes common performance measures across the four core programs and also requires other programs authorized by the Act to report on the same indicators. In addition, WIOA requires the establishment of primary indicators on credential attainment and skills gain and on the effectiveness of services to employers. Arkansas's common performance targets are located in Appendix I.

Assessment

The Arkansas Workforce Development Board is the state board given statutory responsibility with overseeing the State's talent development system, evaluating effectiveness, and ensuring continuous improvement. The Program and Performance Evaluation Committee of the Board, which is led by a private sector chair, acts in an advisory capacity to the Board to carry out the following functions.

- The continuous improvement of the one-stop delivery system in local areas, including providing assistance to local boards, one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services, to support effective delivery of services to workers, jobseekers, and employers;
- The development and updating of comprehensive state performance accountability measures, including state adjusted levels of performance, to assess the effectiveness of the core programs in the state;
- The identification and dissemination of information on best practices, including best practices for:
 - The effective operation of one-stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment;
 - The development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness; and
- Effective training programs that respond to real time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways;
- Objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers;
- The preparation of an annual report;
- The development of the statewide workforce and labor market information system;
- The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the state; and
- The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on

performance accountability measures (including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation, to improve coordination of services across one-stop partner programs).

This committee will meet at least quarterly to review progress of accomplishing state goals, review performance outcomes, review program evaluation outcomes, give direction on needed improvements, and identify and disseminate best practices.

A primary focus of the state plan in Fiscal Year 2016 will be the first year of implementation of the new workforce system strategic plan and the development of a balanced scorecard approach to system evaluation. Work will continue on studies and reports to support the implementation of the systemic strategic plan and to design and launch projects to strengthen the four strategic pillars that form the foundation of the strategic plan: efficient partnerships, enhanced service delivery, increased awareness of the State's talent development system, and addressing skills gaps.

Additionally, the AWDB will evaluate programs to identify any gaps or duplications in planning or service delivery, and any other programs that adversely affect the seamless delivery of services. Any problems identified by AWDB will be included in the annual report on strategic plan implementation and the results of measures taken by AWDB to address those problems.

Program and other data from across the workforce system are critical in evaluating the extent to which workforce system programs, services, and products are meeting the needs of customers and stakeholders. The collection of key data, as well as the reporting and analysis of that data—in a consistent and useful manner—are essential in demonstrating outcomes, determining if changes are required or desired, and establishing benchmarks for future performance.

Under the new system strategic plan, the AWDB will continue to work with system partners to build upon process improvements in an effort to fully systematize these processes. The system evaluation structure will be redesigned, yet will continue to address all elements required by statute.

State Strategy

The state's workforce system is complex, comprising numerous programs, services, and initiatives administered by state agencies, secondary and higher education, community and technical colleges, local adult education providers, Registered Apprenticeship, and vocational rehabilitation providers. System partners are responsible for the delivery of a wide range of workforce education and training programs and related services, as well as education programs that support career preparation and advancement.

The system is interrelated because the programs and agencies serve either a common customer or are charged with achieving similar employment and education outcomes for their targeted customer groups. Therefore, the strategic planning process is designed to identify and focus on systemic issues that affect multiple parts of the system—either programs or agencies—and that address broad, big-picture workforce issues. Because the system strategic plan focuses on issues that span agencies and programs, it fulfills a unique and complementary role in the workforce system and does not duplicate the purpose or scope of other agency or program plans.

Several priority issues were identified by the Arkansas Workforce Development Board that will be addressed by system partners during the strategic plan period.

Industry Sector Partnerships and Career Pathways Strategies

Industry Sector Partnerships

The Arkansas Sector Partnership (ASP), a partnership of employers, state agencies, education providers, Registered Apprenticeship, and community leaders, will engage project stakeholders in ongoing regional planning efforts across the state to assess workforce development needs and job demand. Input obtained from regional planning efforts will be used to adjust training (on an as needed basis) to meet employer needs. The ASP will utilize a regional planning sector framework that focuses on critical factors that include: 1) existing labor market information and other workforce related data; 2) regional input from community stakeholders; 3) industry sector/employer input; 4) aligned education and training activities to meet employer needs; 5) aligning business services/workforce services/case management services to serve workforce customers (both employers and dislocated workers); and 6) continuous improvement and sustainability after the life of the grant.

ASP will engage in regional planning activities, structured around WIOA regions, including assessing the workforce development and economic landscape to identify employer training needs, industry trends, and areas of job growth. The resulting information, data, and analysis will serve as a basis for serving dislocated workers and employers under ASP as well as serve as the cornerstone of WIOA regional and statewide planning activities. The Regional and Sector Strategies planning activities will include career pathways to design career ladders that will focus on hard to serve individuals.

Both geographic and industry-based sector strategies are proven to be effective methods for aligning workforce service providers and community partners to address the occupational based training needs of employers. The ASP regional planning process will also assess existing workforce services and community resources infrastructure to support workforce development efforts emphasizing the needs of hard to serve populations including those participating in career pathways. The ASP will engage in the following activities to ensure the development of a comprehensive regional and sector plan:

- partnership and program development with stakeholders, employers, and training programs;

- acquisition, analysis, and utilization of LMI and workforce information to identify regional trends;
- asset mapping and other analysis, such as SWOT (strengths, weaknesses, opportunities, and threats);
- developing regional plans;
- training for staff in State and local areas necessary to facilitate regional planning and implement regional strategies;
- establishing social and/or peer learning networks among regions using sector strategies;
- identifying and mapping the necessary skills and competencies for in-demand jobs;
- assessing how well those skills and competencies are reflected in existing training programs and curricula; and
- identifying aligned industry credentials for those skills and competencies needed.

This structure will also ensure that employers and regional industry representatives are actively engaged in designing and implementing strategies in five key areas: 1) serving on the project's leadership team; 2) helping implement program strategies and goals; 3) identifying and mapping the necessary skills and competencies for the programs; 4) assisting with curriculum development and designing the program; 5) and assisting with the design of an assessment and/or credential that will address industry skill needs.

Career Pathways

Arkansas leaders recognize the need for an education and training system that addresses the state's economic challenges. Through the Arkansas Career Pathways Initiative (CPI), the state has sought to coordinate publicly funded education with social services and workforce and economic development programs to produce a better-trained workforce and promote economic growth. "Career pathways" is the term for a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher level of education and employment in that sector. Each step on a career pathway is designed explicitly to prepare workers and students for the next level of employment and education. Using the career pathways framework, the workforce system seeks to target jobs in industries of importance to local economies and create avenues of advancement for current workers, jobseekers, and future labor market entrants, as well as a supply of qualified workers for employers.

Community colleges play a linchpin role in career pathways. The career pathways framework promotes systemic reform for community colleges -- providing a model that better aligns their various mission areas of workforce development, academic credentialing, transfer preparation, and remediation with the needs of employers. Pathways commonly feature community colleges working in partnership with other educational entities, workforce and economic development agencies, employer and labor groups, and social service providers to ensure that investments in education and training pay off for the region's economic vitality. Students entering into adult literacy or college remedial coursework are better able to advance to and succeed in college-level programs, and all students can more readily earn postsecondary credentials and make progress

toward a career. Incumbent workers are provided training opportunities that help increase their skills and subsequent wages.

CPI, which began serving clients in fall 2005, seeks to improve the earnings through postsecondary education attainment of Arkansas' low-income "TANF-eligible" adults by enabling them to work in industries of regional importance. Administered by the Arkansas Department of Higher Education (ADHE) with funding from the Department of Workforce Services (DWS), ADHE/CPI provides an opportunity for 25 campuses to develop Career Pathways Initiatives. Through the implementation of WIOA, the State seeks to use lessons learned and the framework created through the CPI to educate and encourage other jobseekers to utilize career pathways as a method for preparing for their eventual career.

CPI's objectives for program participants are:

- Increased enrollment in college-level certificate and associate degree programs
- Increased attainment of college-level certificates and associate degrees
- Increased job attainment and job retention in key industries
- Improve the level of engagement among educators and employers to generate work opportunities for students and serve the workforce needs of the private sector.

Registered Apprenticeship

Many of the things that keep Arkansas's many industries operative today were built long ago by trade and craftsmen. Fewer people are choosing a career in the trades, even as demand and unemployment rates continue to escalate. Just as with Arkansas, so many states in America are suffering from a widening skills gap that desperately needs to be filled. That means, for everyone who enjoys modern day luxuries like electricity, indoor plumbing, paved roads, air conditioning, homes, and buildings to live and work in, things could take a nasty turn, because craftsmen and tradesmen are retiring at an alarming rate, and not enough people are training to take their place.

Tradesmen and craftsmen are needed now more than ever. For those men and women that do step up to fill the ever-growing expertise gap in Arkansas, big opportunities await. From work-while-you-learn apprenticeships to career-elevating college and technical courses, there are hundreds of ways to kick start a craft career right in Arkansas.

Support for Registered Apprenticeship continues to grow in the State due to the relationship between the Office of Apprenticeship, the Arkansas Apprenticeship Coordination Steering Committee (a Governor appointed committee), the Arkansas Apprenticeship Coalition, the Arkansas Department of Career Education, the Arkansas Department of Workforce Services, and the Arkansas Workforce Development Board who collaborate continuously to address key issues regarding workforce development needs throughout the State of Arkansas.

As a way to attract more workers to Registered Apprenticeship, the Arkansas Apprenticeship Coordination Steering Committee established a website to inform jobseekers who may be

interested. <http://arkansasapprenticeship.com/>. This website informs prospective apprentices of the occupations, the training, and what employment opportunities exist.

Closing the Gap 2020 – A Master Plan for Higher Education in Arkansas

A master plan for improving Arkansas higher education attainment was presented to the Arkansas Higher Education Coordinating Board on October 30, 2015. The 2015-2020 five year planning cycle adopted in this plan is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, the plan is to reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 50% over the 2013-2014 academic year levels; increasing the number of certificates awarded to 19,200; associate's degrees to 12,700; and bachelor's degrees to 19,900.

As the State moves to the implementation stage of the Closing the Gap Master Plan, the plan has been divided into core subsections. Each subsection has a committee that is tasked with finding the best way to implement the policy that will help achieve the goals of the master plan related to their subsection. The subsections include:

- Adult Learners
- College Readiness
- Remediation
- Student Success Innovation
- Affordability
- Institutional Funding
- Non-Formula Funding
- Communication Strategies

Supporting Goals

Below is a summary of proposed goals from the Closing the Gap 2020 Master Plan. The Closing the Gap 2020 Master Plan is accessible online at <http://www.adhe.edu/institutions/higher-education-master-plan/>.

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.

- Reduce the percentage of students needing remediation to prepare them for college-level course work.
- Reduce the time needed for students to complete remedial requirements.
- Raise first year retention rates of students to SREB regional averages.

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.

- Reduce the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work
- Improve communication of the value of higher education to non-traditional students

GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%.

- Raise the overall college-going rate for all student groups by 5% from 50.1% to 55.1%
- Raise the underserved student college-going rate to equal that of other students
- Raise completion rates of underserved student groups equal to other students.

GOAL 4: Improve College Affordability through Effective Resource Allocation

- Reduced time to degree for students
- Allocate 25% of state scholarship funds to need-based programs
- Re-allocate institutional spending to maximize efficiency and effectiveness

Strategies to Align Core Programs

Center to WIOA is the integration of service delivery amongst multiple workforce and talent development programs. Arkansas has strong partnerships among state agencies, two- and four-year educational institutions, economic development, Registered Apprenticeship, and community-based organizations. A priority of the Arkansas Workforce Development Board and central to the implementation of the strategic plan is to prevent and eliminate duplication across programs and align core programs. Alignment of core and optional programs will be made possible by the following strategies.

Reflect Robust Partnerships

Reflect the establishment of robust partnerships among partners. The workforce center operator facilitates an integrated, co-located partnership that seamlessly incorporates services of the core partners and other workforce center partners.

Organize Service by Function

Organize and integrate services by function (rather than by program); when permitted by a program's authorizing statute and as appropriate, and by coordinating staff communication, capacity building, and training efforts. Functional alignment includes having workforce center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team, Business Services Team. Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program.

Use Common Performance Indicators

Use common performance indicators to ensure that federal investments in employment and training programs are evidence-based, labor market driven, and accountable to participants and taxpayers. Center performance is transparent and accountable to the communities and regions served; data entry staff are trained and understand the importance of data validation, data collection processes, and the importance of accurate reporting.

Offer Highly Trained Career Counselors

Staff the center with highly trained career counselors, skilled in advising job seekers of their options, knowledgeable about local labor market dynamics, aware of available services inside and outside the workforce center, and skilled in developing customers' skills for employment success.

Implement Integrated Policies

Develop and implement operational policies that reflect an integrated system of performance, communication, and case management, and use technology to achieve integration and expanded service offerings.

Cross-Train and Equip Center Staff

Train and equip workforce center staff in an ongoing learning process with the knowledge, skills, and motivation to provide superior service to job seekers, including those with disabilities, and businesses in an integrated, regionally focused framework of service delivery. Center staff are cross-trained, as appropriate, to increase staff capacity, expertise, and efficiency. Cross-training allows staff from differing programs to understand every program and to share their expertise about the needs of specific populations so that all staff can better serve all customers. Center staff are routinely trained and are keenly aware as to how their particular function supports and contributes to the overall vision of the local board.

Maintain Integrated Case Management

Develop and maintain integrated case management systems that inform customer service throughout the customer's interaction with the integrated system and allow information collected from customers at intake to be captured once. Customer information is properly secured in accordance with personally identifiable information guidelines, and facilitated as appropriate, with the necessary memoranda of understanding or other forms of confidentiality and data sharing agreements, consistent with federal and state privacy laws and regulations. Data, however, would be shared with other programs, for those programs' purposes, within the workforce system only after the informed written consent of the individual has been obtained, where required.

III. Operational Planning Elements

State Strategy Implementation

State Board Functions

The roles and responsibilities of the Arkansas Workforce Development Board (AWDB) were established in Arkansas Act 907 of 2015 and WIOA Section 101(d). The AWDB has policy-making and oversight responsibilities for the Arkansas Workforce Development system. Additionally, Arkansas Act 907 of 2015 gives the AWDB responsibility for oversight of the Temporary Assistance for Needy Families (TANF) program.

The AWDB operates under a committee structure of four standing committees, which include the Executive Committee, Strategic Planning Committee, Program and Performance Evaluation Committee, and TANF Oversight Committee.

The board and committees meet quarterly and may call special meetings as necessary. Each of the statutory roles and responsibilities outlined in WIOA Section 101(d) and A.C.A. §15-4-3706 have been assigned to the committee which best fits the function of the role or task. The chairs of the standing committees report to the full board at each quarterly meeting their activities and progress in accomplishing their goals.

Implementation of State Strategy

Core Program Activities to Implement the State's Strategy

The Arkansas Department of Workforce Services shall use funds made available under WIOA Title I to support local workforce development board activities to provide services through the adult, dislocated worker, and youth programs. Services through these programs include career services such as outreach, intake and orientation; initial assessment; labor exchange services; eligibility for services; referrals to programs; performance and cost information; information on unemployment insurance; financial aid information; and follow-up services. Additionally, for those who qualify, training and supportive services will be provided. Training services may include occupational skills training, on-the job training (OJT), Registered Apprenticeships, incumbent worker training, and skill upgrading and retaining.

The ADWS will provide labor exchange services through funds provided under WIOA Title III including labor market information to the individuals seeking services. The information will include information on local, regional and national labor market areas such as:

- Job vacancies in labor market areas
- Information on job skills necessary to obtain the jobs
- Local, in-demand occupations and related earning potential
- Opportunities for advancement in those occupations

Additionally, One-Stops and partners must provide appropriate services for individuals to obtain or retain employment. These services include, but are not limited to:

- Individual Employment Plan (IEP)
- Career planning and counseling (no longer called case management)
- Comprehensive assessment
- Occupational Skills Assessment
- Short-term prevocational services
- Internship and work experience including transitional jobs and industry partnerships
- Workforce preparation
- Out-of-area job search
- English language acquisition
- Financial literacy

The Arkansas Department of Career Education, Adult Education Division (ADCE-AED) shall use funds made available under section 222(a)(2) for the following 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__
 - 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
 - Is for the purpose of educational and career advancement.

Funds may not be used for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except 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.

There are multiple activities funded through Arkansas Rehabilitation Services that will support the State's strategy and Workforce Development Board. The foundation of funded activities is vocational rehabilitation counseling services to people with disabilities, which includes vocational evaluation, employment plans for people with disabilities, and aligning resources from ARS, core partners, and other stakeholders to ensure people with disabilities meet or exceed the goals in their plans. In addition to vocational counseling, ARS funds comprehensive services including: transition services for students with disabilities, training for careers that are in

demand, post-secondary education, placement with employers, accommodations needed for job placement or retaining employment, restorative medical services, positive behavior supports, internships, paid work experiences, pre-apprenticeship training, and grants and loans to people with disabilities.

The Department of Human Services Division of Services for the Blind (DSB) engages in activities similar to its partner Arkansas Rehabilitation Services. One hundred percent of DSB-funded services are focused on the most significantly disabled, individuals who are blind or severely visually impaired. DSB provides this population with specialized vocational rehabilitation counseling services, which are designed to assist persons who are blind or have visual impairments to prepare for employment that is commensurate within their abilities, interests and informed choice and is consistent with their strengths, resources, concerns and capabilities. Vocational Rehabilitation Counselors in conjunction with their consumers develop employability plans, which outline the barriers, services, and steps to reach their employment goals. Referrals are made to partner programs to provide any additional services necessary to meet or exceed the employment goals in their plans. In addition to vocational counseling, DSB funds transition services; training for careers that are in demand; post-secondary education; placement with employers; accommodations needed for job placement or retaining employment; restorative medical services; internships; paid work experiences; pre-apprenticeship training; vending stand opportunities under the Randolph-Shepherd Act; and business ownership opportunities under the Small Business Program. In recent years, DSB has begun placing more emphasis on the employer as a customer.

Beginning in 2014, the core programs have worked diligently together to align services across core programs and other program partners and are including other non-core programs such as TANF, Trade Adjustment Assistance, Career and Technical Education, Carl D. Perkins secondary and post-secondary programs, Registered Apprenticeship and others. Staff from the core agencies is actively engaged in training opportunities that include all operational levels of the core partners and key stakeholders named in the combined plan. Arkansas has a good history of core programs alignment, but to better facilitate these activities, strategies including a common intake process, inter-agency data sharing, case management integration, and co-location of resources when possible, are being developed and implemented. This cross-agency team is currently in the process of developing a state policy regarding co-enrollment and developing common intake processes. This process will encompass all programs located in the Arkansas Workforce Centers and will not be limited to only core programs.

Alignment with Activities outside the Plan

The best way to ensure that activities continue to be aligned with programs and activities provided by mandatory one-stop partners is through communication. The purpose of the WIOA law is to ensure that core state agencies work together to enhance the workforce development system. As a state, we have created a combined state plan that will serve as the blueprint of how the system will work. Local Workforce Investment Boards have been restructured to ensure all core agencies are represented including employers and other optional-one stop partners. It is up

to the local Workforce Investment Board to ensure that local activities are aligned with the State Plan and the law.

To best align services and resources core programs will develop joint policies and initiatives that spur collaboration, braiding of resources, and support the inclusion of key stakeholders in development and implementation. In order to continue to be inclusive of other programs and align with all workforce development resources in Arkansas, it is imperative that the work of the WIOA Roundtable continue and transition from an implementation body to a coordination and continuous improvement body. By doing so, we set ourselves up to more efficiently bring in other federal, state, and private or non-profit resources to the benefit of our citizens. By utilizing this design, the WIOA Roundtable can approach additional partner programs with a united front.

Coordination, Alignment and Provision of Services to Individuals

All core partners will provide services to individuals within statutory requirements of the programs. Since the implementation of WIOA, leaders from core, mandatory partners, and several optional partners in the workforce development system have been working to better align programming to best serve the people of Arkansas. Through the forming of the WIOA Roundtable, an interagency team of core and non-core partner programs, opportunities for leveraging resources to better serve the needs of people utilizing the workforce system have been developed and the shared knowledge of programs have led to better coordination of services. This process is continuing to evolve and within the next four years, partners anticipate new systems, policies, and networks to seamlessly and efficiently align services for individuals. The assumption is all individuals who access the workforce system are eligible for all services provided by workforce partners, and it is the obligation of the system to serve these individuals to the highest level of satisfaction and outcome.

The Arkansas Workforce Centers Certification Policy was developed to ensure a high level of services in the workforce centers and to support the coordination of services delivered by all partners. In order for centers to become certified and eventually meet excellence standards, partners must come together to coordinate activities, align services, and meet the needs of both jobseekers and employers.

The goal of the certification process is to develop a world-class workforce center network that goes well beyond the minimal requirements established by the federal Workforce Investment Act. It is critical to make the centers user friendly and attractive, creating a public image that is inviting to job seekers, education seekers, and employers seeking skills and talent in the local labor markets.

The certification policy brings all the tools approved by the Arkansas Workforce Development Board (AWDB) into a single reference for Local Workforce Investment Board members and partner programs involved in certifying or recertifying local Arkansas Workforce Centers. It is the intent of the AWDB to provide this instrument as a guide to what is expected, not to provide the means of how it is to be accomplished. Ongoing organizing, implementation, and ensuring

continuous improvement of the local certification process are the responsibility of the local boards and partners.

Included are minimum core standards that must be a part of the local certification and recertification process. In a clear, concise manner this guide documents the Arkansas Workforce Board Certification Process needed by the local board when conducting certification site visits. It also reviews the Quality Assurance Process to be used by the Arkansas WIB to ensure minimum standards are met and that the Arkansas Workforce Center brand name is protected. It is expected that each local workforce investment area may supplement these core standards with additional locally applicable criteria and performance measures to ensure continuous improvement.

Certification is not just about a one-time designation. It is an ongoing process that keeps all parties involved and achieving at high performance levels. As such, the certification process also allows for achieving excellence standards as continuous improvement planning occurs. This certification process serves as an opportunity to continually re-examine, improve, and revise procedures to ensure that the Arkansas workforce development system is a primary asset in Arkansas' economic growth and subsequent high quality of life.

The certification process also requires workforce center partners to coordinate their services to employers through the development of business service liaison teams operating under a common message and clear menu of services among all partners.

The excellence standards of the certification criteria require the following higher levels of coordination:

- coordination with economic development and social service leaders
- coordinated marketing messages among all workforce center partners
- coordination with other workforce centers, especially business service liaison teams from other workforce centers

Coordination, Alignment and Provision of Services to Employers

Since the passage of WIOA, the Arkansas WIOA Roundtable, consisting of core partners, meets monthly to share information, identify resources, and build relationships. Because of the large number of members, working committees are utilized to work on specific issues and the policy committee is tasked with the coordination, alignment and provision of services to employers. A working group has been established that consists of leaders from each agency tasked with business relations from all of the core programs and key workforce stakeholders. The intent of this partnership is to allow for all business relations representatives to be versed in the services provided by all core programs and key stakeholders in order to provide this information to employers.

In 2015, an informal study was conducted to determine all of the contact points with employers that are made by the various agencies. These contact points were defined to include the purpose and need for employer engagement. This information was shared with more than 250 managers, directors, and leaders in core and non-core programs during a partners meeting in the fall of 2015. This information will be used by the working group to establish a streamlined process for making contact with employers that will meet requirements set forth in the Arkansas Workforce Center Certification criteria.

The Arkansas Workforce Center Certification Criteria requires the center to have a business liaison team as the single point of contact for business services. It is expected that staff involved with initiating employer contacts will participate in the team in a coordinated outreach program under the Arkansas Workforce Center name and marketing approach. The team will consist of business contact staff from all partner programs and will, at a minimum, provide the following structure and coordination in approaching the business community:

- A team leader to coordinate the activities of the team.
- A coordinated “script” to market the system to employers.
- Use of the Arkansas Workforce Center name as the primary marketing approach, with agency specialty areas (i.e. Arkansas Rehabilitation Services, Services for the Blind, DVOP/LVER Veterans Services) presented as a part of the overall system as needed.
- An information sharing strategy that makes contact results available to all team members.
- A clear menu of services across all partners.
- A division of duties with employer sector specializations as deemed appropriate for quality customer service.
- Multiple agency participation with clear cost and information sharing commitments.
- At a minimum, job search, employer contacts, job orders, or job development leads performed by any center staff as a result of outreach will be entered into the Wagner-Peyser database (Arkansas Job Link).

Partner Engagement with Educational Institutions

Core and non-core programs have strong partnerships with the State’s two- and four-year institutions of higher education, especially at the community college level. Several Arkansas Workforce Centers are located on community college campuses, which enable a streamline process to move jobseekers into needed training or resources to upgrade their skills on the campus. Community colleges are at the forefront of workforce development in Arkansas and have strong connections with local employers, which enables core and non-core programs such as the WIOA Title I youth, adult, and dislocated worker programs, Trade Adjustment Assistance, and the TANF program to connect their customers to training that leads to occupations that are in-demand.

The TANF program funds the Arkansas Career Pathways Initiative that provides funding to the State’s community colleges to provide post-secondary training to low-income custodial parents that are TANF eligible. This program provides supports to eligible parents to begin training in a career pathway that will enable them to move up the ladder of success in their chosen field.

Service delivery systems for adult education programs are funded through a variety of local administrative entities, including public school systems, colleges, literacy councils, and one correctional institution to name a few. In fact, fifty percent of administrative units for adult education fall under the administration of community colleges. Many local adult education programs work directly with colleges in supporting summer transition bridge programs to college. Others assist in helping students increase their basic academic skills in order to reduce the need for remediation.

The Department of Career Education, Adult Education Division (ADCE-AED) partnered with the Arkansas Community Colleges to offer Accelerating Opportunity to four community colleges and adult education programs in the state. Accelerating Opportunity is a community college initiative of Jobs for the Future whose goal is to ensure that more workers have the skills needed to earn credentials that lead to family-sustaining careers. The initiative aims to change how Adult Basic Education is structured and delivered through a collaborative effort in which a basic skills instructor and technical college instructor co-teach and plan the curriculum for low skill level adults in a technical course leading to a certificate credential. For the 2014-2015 program year, 144 students were enrolled in a college career pathways program. Out of that total, 16% of the individuals did not have a high school credential. By the end of the program year, 149 credentials were achieved, 4810 credit hours were completed, and 75 or 52% of students are continuing in a career pathways program. Only 12% of students exited without completing a post-secondary credential. This has been a very successful initiative in Arkansas. The goal in the next two years is to increase the number of adult education and community college career pathway partnerships by 300%.

Adult education provides \$300,000 in pass through funds to the Career Technical Education Division (CTE) to support the Adult Apprenticeships program. Currently, there are 89 programs that provide education and structured, on-the-job training to almost 4000 apprentices, primarily professionals requiring certifications and licenses, such as plumbers and electricians. Adult education works in partnership with the Apprentice Program to assist with providing basic skills instruction to many apprentices.

Vocational Rehabilitation partners actively engage the State's education and training providers including community colleges and area career and technical education schools as partners in the workforce development system to create job-driven education and training opportunities for people with disabilities. A transition committee of the WIOA Roundtable was formed to develop strategies and partnership with secondary education partners. This group includes statewide leaders in secondary and post-secondary Career and Technical Education and secondary special education. In addition, higher education, secondary education, career and technical education, two-year colleges, registered apprenticeship and secondary schools for the blind and deaf are represented at the WIOA Roundtable and have access to information related to activities of the core programs and opportunities for collaboration, coordination, and partnering.

Division of Services for the Blind (DSB) has a partnership which provides college preparatory classes to blind and low vision students utilizing the campus of the University of Arkansas at

Little Rock. DSB has arranged for college and technical school tours for blind and low vision students, so that the students and the institutions of higher education can interact and discuss career goals prior to applying for admission.

Partner Engagement with Other Education and Training Providers

The core and non-core partners have a strong partnership with the Arkansas Department of Higher Education, Arkansas Community Colleges, Registered Apprenticeship, and the Arkansas Board of Private Career Education, the licensing board for private education in Arkansas. This partnership will be nurtured under the implementation of this plan and encourage training providers from both public and private institutions to engage with the State's workforce development system and provide feedback from continuous improvement.

Leveraging Resources to Increase Educational Access

Education is the key to successfully implement career pathways programs across the state. 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.

AEFLA funds may be used to support the portion of an Integrated Education and Training (IET) or career pathways program 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. Curriculum for a career pathways program should adequately address both the basic literacy skills and the occupational competencies needed for the participant to complete the program successfully. AEFLA funds may be used to plan, develop, and deliver the portions of the curriculum that address basic literacy skills.

As part of the state's Accelerating Opportunity partnership with the Arkansas Community Colleges (ACC), adult education was able to use funds to support instruction, curriculum and development, and training; whereas the ACC was able to use funds to pay the tuition and fees for students without a high school diploma. Both enrolled college students in a career pathway and participating adult students were able to benefit from having a contextualized and basic skills instructor co-teaching together. Lastly, as a result, over 200 credentials have been awarded to students participating in career pathways.

ARS's comprehensive approach to transition services will provide increased access to education. By working closely with students with disabilities to align their individual plans for employment

with their individual education plans, opportunities for increasing accessibility and accommodations needed for postsecondary education increase significantly. The intent of this focus on transition is to make the best use of resources of secondary education providers and vocational rehabilitation while facilitating education and training that leads to careers that spur economic development of the state.

DSB researches and applies all federal and state comparable services and similar benefits available for educational access at all institutions of higher education, career, community college, and area career and technical schools. Once this is done, DSB provides financial support to the participants individually, based on their goals and needs. We work in conjunction with Arkansas Department of Workforce Services and the Arkansas Career Pathways Initiative to identify training programs that lead to real world employment experiences to match education with obtaining employment.

Through the implementation of a co-enrollment policy for core and non-core programs, opportunities for braided funding will be realized that will essentially “stretch” the funding available through the programs. This is possible by each program contributing what they can instead of one program picking up the entire cost of training and supportive services. Non-core programs will be incorporated into this customer flow and co-enrollment process.

Improving Access to Postsecondary Credentials

A master plan for improving Arkansas higher education attainment was presented to the Arkansas Higher Education Coordinating Board on October 30, 2015. The 2015-2020 five year planning cycle adopted in this plan is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, the plan is to reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 50% over the 2013-2014 academic year levels; increasing the number of certificates awarded to 19,200; associate’s degrees to 12,700; and bachelor’s degrees to 19,900.

Title I of WIOA allows funds to be provided for adults and dislocated workers who meet WIOA Title I eligibility requirements for occupational skills training, on-the-job training, programs that combine workplace training with related instruction, skills upgrading and retraining, entrepreneurial training, job-readiness training, adult education and literacy activities described in section 134(3) (D) of WIOA. ADCE-AED is collaborating with Title I programs to combine resources, reduce duplication of services, and provide support to Arkansans.

During the state’s administrators’ meeting the program manager from the Office of Apprenticeships does a workshop session on apprenticeship programs across the state and how adult education can be a partner in the process. Apprentices who may need additional academic assistance are often referred to adult education. One of the challenges is the availability of evening classes offered in the adult education centers to accommodate working adults. One of

the ways the state is combatting this issue is by increasing the number of distance learning classes being offered to provide around the clock access.

Lastly, the Arkansas Adult Learning Resource Center (AALRC), adult education's professional development center, hired consultants, Michelle Carson and Libby Livings-Eassa, to provide over 40 hours of professional development training on Career Pathways to adult education directors, staff, and partners. Career pathway is a new concept for many adult education providers and in order for this to be a successful initiative, training was imperative.

Administrators' were reminded of adult education's role in assisting students to gain portable and stackable certificates. Programs were encouraged to start identifying partners who can help develop career pathways for students. Adult education directors were also reminded that career pathways is now one of the 13 considerations that must be met in order to receive federal funds; "whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways Section 231(e) (8)).

Over the last five years, ARS has worked to align resources for training and education resulting in industry recognized postsecondary credentials. ARS first focused on its own provider of postsecondary training, the Arkansas Career Training Institute where the training and services provided did not result in industry recognized postsecondary credentials. Now, all training programs meet national accreditation standards, and students are able to attain multiple industry recognized credentials. In addition, when individual plans for employment are designed, the training and education must result in these types of credentials demonstrating value in the attainment of competitive integrated employment. ARS has plans to utilize statewide registered apprenticeship training providers to facilitate placement in registered apprenticeship and one provider has been approved as a vendor for this service. Within the next year there are plans for six 40-hour pre-apprenticeship training classes to train 90 people with disabilities.

DSB has traditionally paid tuition for vocational and postsecondary education that will lead to employment. DSB will increase its use of Registered Apprenticeship training opportunities for its consumers and align its resources for training and education resulting in industry-recognized postsecondary credentials.

It is imperative for staff from core and non-core programs increase engagement with training providers and programs that lead to postsecondary credentials engage to ensure that they apply and are accepted onto the Eligible Training Provider List.\

Coordinating with Economic Development Strategies

The State recognizes that workforce development cannot be performed in a vacuum without the connection to economic development and the priorities established by both state and local economic development entities. To ensure that economic development strategies are at the forefront of state, regional, and local planning, representatives of economic development organizations are on the state and local boards. Furthermore, economic development representatives are members of the WIOA Roundtable, which is the interagency WIOA planning team. Seven of the ten local workforce development boards have administrative and fiscal entities that are also local economic development organizations. This close connection ensures that local planning is on target with local economic development strategies. Furthermore, in 2015, the Arkansas Department of Higher Education implemented the Workforce Investment Initiative, which provided funding for regional workforce development planning. To qualify and apply for funding, applicants had to have a partnership that included the support of the local workforce development board, educational entities, and that planning was based on local economic development strategies.

State Operating Systems and Policies

State Operating Systems and Data Collection

Arkansas JobLink

Arkansas JobLink (AJL) is the state's integrated web-based workforce development management information system (MIS) used by the state and local areas to share and manage participant data between the Wagner-Peyser program, the Trade Adjustment Assistance program and the Workforce Innovation and Opportunity Act program. AJL provides job seekers, employers, and workforce development professionals with tremendous flexibility and capacity for accessing, tracking, and reporting services: self-directed, staff-facilitated, staff-assisted, and case-management.

All staff has access to and can view all services provided to clients regardless of individual program funding. This approach allows funding streams (regardless of specific target group) to consider the "complete package" of services provided or made available to the client reducing duplication of effort and maximizing outcomes. It also facilitates a single process to extract required data for the generation and submission of performance or demographic client details as required by current mandates. In short AJL provides all workforce partners with a "whole person view" of the services available, or provided to, each client or group.

Arkansas Job Link provides:

- One-stop case management, data collection and reporting
- A single-job placement system, which is used by all partner agencies
- Program management and reporting for WIA adult, dislocated worker, youth programs, labor exchange, and Trade Adjustment Assistance
- A staff assisted and a self-service job match system for job seekers and employers

- An eligibility determination process that leads staff to identify programs for which the individual might be eligible
- Because of this program, job seekers and business clients receive significant benefits affecting opportunity and success. Impacts are:
 - Entry to the system from multiple locations, including home or office
 - Decreased number of times the client has to provide basic information
 - Access to additional useful information (career preparation, labor market, disabilities resources, support services, etc.)
 - Better-prepared and more timely referrals between partner agencies
 - Job seeker access to job listings and employer access to resumes.

Arkansas has taken a lead in the development of a direct electronic interface between our AJL and Unemployment Insurance (UI) systems. Through this interface we ensure that all UI claimants are registered for work and eliminates repetitive information gathering from UI claimants. We have also implemented a proactive approach to Reemployment Services (RES) and Reemployment and Eligibility Assessments (REA) to claimants with the goal of reducing the average length of time a client is out of work. This effort would have been exponentially more difficult if we were not dealing with an integrated service delivery system. Through the use of electronic wage matching, records are regularly updated with information received from state and other sources to identify those who have obtained employment and calculate average earnings.

Each quarter, quarterly wage record information is loaded into AJL to measure the progress on State and local common performance measures. The quarterly wage information includes wages paid to an individual, the social security account number, the name of the individual, and the Federal employer identification number of the employer paying the wages to the individual. State wage records are available to other member states through the Wage Record Interchange System (WRIS) on a quarterly basis. Likewise, Arkansas is able to track participants that work or move outside of Arkansas for performance measurement purposes through WRIS wage records from member states.

All local WIOA Title I service providers have access to the state wage record information for the purpose of measuring local common performance measures. AJL can be found at <https://www.arjoblink.arkansas.gov>.

Discover Arkansas Labor Market Information Portal

Arkansas Labor Market Information (LMI) is posted online using the Discover Arkansas web portal located at www.discoverarkansas.net and is available to the general public.

Adult Education Reporting Information System

All adult education and literacy programs receiving adult education federal and state funds from the Arkansas Department of Career Education, Adult Education Division must report student data for both served and enrolled students using the state student management information

system, Adult Education Reporting Information System (AERIS). AERIS is an online accessible system that allows the state and local programs to complete reports for the Office of Career, Technical, and Adult Education (OCTAE). Required information includes descriptive measures, participation measures, and outcome measures. Approved users can access the website at www.aeris.aalrc.org.

The state has been using AERIS as a case management system since 2005. The Adult Education Division is exploring other management information systems, including a custom built unified data management system with other core partners. One of the features the state would like in a new system is the ability to link to labor market information and jobs.

Data collected on each adult student include personal data such as age, gender, ethnicity, county residence, beginning educational functioning grade levels in reading, math, and language, progression by grade level, status upon entry, outcome achievements, test scores, classes, and attendance (either daily or monthly). Data collected on each instructor/tutor include personal data, title, certification, classes, and attendance for each class. Through the data collected above, federal, state, and local reports are generated using any and/or all of the data. In addition, through a memorandum of understanding between the Arkansas Department of Higher Education and the Department of Workforce Services, student outcomes of enter post-secondary, and enter and retain employment can be tracked.

All adults who receive services from adult education and literacy programs are considered served students. Adults who receive services, have a completed Intake Form, and have received at least one contact hour of instruction, should be entered into AERIS even if they have not taken a pre-test. Students who have 12 or more contact hours within a program year (July 1 to June 30) are considered enrolled students by the National Reporting System (NRS) of the Office of Career, Technical, and Adult Education (OCTAE). Students should be pre-tested before they have acquired 12 instruction contact hours.

All student data must be entered into AERIS by the 15th of each month for the previous month's data. All data must be approved by the 22nd of each month for the previous month's data. This includes post-test scores in which students do not show educational gains. Students with both a pre-test and post-test will be recorded in NRS Table 4B, which is a required federal table. In addition, all test scores in the system should be dated on the exact date the test was given. Test documentation must be available in the students' files and is subject to monitoring during site visits and program reviews.

Only users with the role of a Local Education Agency (LEA) Administrator may approve data. Data entry personnel should not be responsible for approving data. The local program director should approve all data. Data audits will be conducted by the Adult Education Division during on-site reviews to verify the accuracy of data in AERIS and to verify that correct assessment procedures have been followed. The process is the same for all adult education providers regardless of location.

According to Assurance #13 of the Adult Education Division Assurances, which is signed at the time of the adult education grant award, all programs that receive adult education funds agree to submit student data according to schedules set by the Adult Education Division. If programs are missing data in AERIS, or have data with errors or deviations, they will be notified by a program advisor and will be required to correct the problem within one month. According to Assurance #33, the Adult Education Division may reduce funding or terminate agreements in part or whole if it has been determined that a program has failed to comply with the assurances.

System 7

The Arkansas Rehabilitation Services system of record for Vocational Rehabilitation is System 7™. System 7(tm) is a highly configurable and intuitive case management platform. System 7(tm) has built-in design-for-configurability using an XML and table-driven approach. Custom applications can be delivered quickly and affordably as well as interface with multiple outside sources. With HTTPS and SSL security, data will remain secure in transit and at rest. System 7(tm) is web-based, does not require installation on individual user workstations, and can be used anywhere there is an Internet connection. Its use of switch settings and role based security delivers a secure and flexible solution. System 7(tm)'s Report Control Center and table-driven approach also allows custom data queries and easy ad-hoc reporting. Users can easily view and collect data in real time.

System 7(tm) offers an intuitive Graphical User Interface (GUI) and contains an existing VR form set for use in implementing the case management functionality. Interactive electronic forms that mirror an agency's paper forms can be used to enter data directly into the system, eliminating time wasted on transcription from paper into traditional information management systems. In addition to providing a form set, another desirable feature of System 7(tm) is that tools are included that allow the VR agency to maintain and create their own reports and letters. Also, System 7(tm) supports digital signatures using multiple models of electronic signature pads. In addition, it allows for centralized storage of scanned documents, as well as functionality that allows forms and notes to be sent to other users securely.

Information within System 7(tm) is separated into modules, each of which is integral to and enhances the functionality of the system as a whole. The case management module tracks consumer information, while the vendor and services module allows participating vendors to be added to the application and linked to the services they offer. An employment module tracks employers and job opportunities. The System 7(tm) voucher module provides a means for preparing, reviewing, and controlling, and submitting fiscal information to any third party fiscal system. Budget accounts are created and maintained within System 7(tm). Authorizations and invoices are used to track which vendors provided which services to a consumer or group of consumers.

AWARE System

The DHS Division of Services for the Blind's (DSB) case management system is known as AWARE from Alliance Enterprises, Inc. This case-management system provides records

management software for Vocational Rehabilitation. It provides systems to monitor case progression, program finances, and overall agency performance. It also contains a job bank of employers who have hired blind and visually impaired clients of DSB.

DSB operates as a true web-based system, meaning it has the accessibility of Internet technology coupled with security to provide access to case information on a need-to-know basis. Data can be accessed, collected, and reported on the vocational rehabilitation program for the blind from any workstation within the state's network, or if allowed by agency policy with a secure connection from outside the state network. Staff who works with participants at schools, job sites or other facilities can "check out" a case(s) and use perform case work in the field. Upon returning to the office, staff checks the case back into the central system.

DSB is also pursuing Data Sharing Agreements with the Arkansas Department of Workforce Services and has an agreement with the Arkansas Research Center through the Department of Health and Human Services in order to collect and report on employment outcomes.

State Policies

With the passage of the Workforce Innovation and Opportunity Act of 2014, the Arkansas Department of Workforce Services, Arkansas Department of Career Education – Adult Education and Literacy and Rehabilitative Services divisions, and the Arkansas Department of Human Services – Division of Services for the Blind began meeting to discuss the implication of the new legislation and begin necessary discussions for the successful implementation of the federal law in Arkansas.

In November 2014, representatives from each of these agencies formed a WIOA Roundtable that met monthly and soon were joined by additional representatives from Registered Apprenticeship, higher education, secondary education, two- and four-year educational institutions, Carl D. Perkins secondary and post-secondary programs, Career and Technical Education, Temporary Assistance for Needy Families, human services, and elected officials to engage in discussions about integration of services provided by a multitude of service providers. This planning team established committees to focus on critical areas in WIOA implementation to include: finance, IT system integration, policy development, core performance measures, sector strategies, and the development of the state workforce development plan.

The WIOA Roundtable Policy Committee meets routinely and has engaged the use of work groups formed from staff members across all agencies to draft policies for consideration by the policy committee. Each agency has representation on the policy committee in order to coordinate and align activities. After the WIOA Roundtable Policy Committee has reviewed and approved the policy, it goes to the appropriate committee of the Arkansas Workforce Development Board for consideration and adoption. The Arkansas Department of Workforce Services as staff support for the AWDB takes lead on posting policies for public comment and making policies available for all staff to access on the WIOA page of the website www.dws.arkansas.gov/wioa.htm .

State Program and State Board Overview

State Agency Organization

Arkansas Department of Workforce Services

The Department of Workforce Services administers nine of the thirteen programs represented in this plan. The agency goal is to provide quality workforce services that support the development of a well-trained workforce that meets employer needs. The Department provides many services that support both job seekers and employers and helps people succeed throughout their working lives. We support workers during times of unemployment, track and analyze labor market trends, and link businesses and job seekers to a diverse range of employment services provided by the state's workforce system. Through DWS' local offices, the needs of employers and job-seeking individuals are facilitated by matching qualified workers with an employer's specific employment needs.

DWS avidly supports Arkansas' employer community and is cognizant of their needs. DWS offers many services to Arkansas job seekers and residents including: referral to suitable employment opportunities; job training assistance to economically disadvantaged individuals and those dislocated due to business closings, layoffs, and natural disasters; case management for disabled veterans; assessment of an individual's needs and referral to supportive agencies and programs.

The agency director is appointed by the Governor and is a member of the Governor's Workforce Cabinet. The agency has approximately 1,000 employees and has eight divisions which include: Unemployment Insurance, Employment Assistance, Temporary Assistance for Needy Families, Legal Services, Financial Management and Administrative Services, New Hire Registry and Career Readiness Certification, and Field Operations.

Below is a list of program administered by the Department.

- Wagner-Peyser Employment Services
- Local Veterans Employment Representatives
- Disabled Veterans Outreach Program
- WIOA Youth Program
- WIOA Adult Program
- WIOA Dislocated Worker Program
- Rapid Response and Layoff Aversion
- Trade Adjustment Assistance
- Alien Labor Certification
- Workforce Opportunity Tax Credit
- Temporary Assistance for Needy Families (TANF)
- Transitional Employment Assistance
- Arkansas Work Pays Program
- Labor Market Information
- Unemployment Insurance
- Trade Readjustment Allowance
- New Hire Registry
- Career Readiness Certification
- Discretionary Grants

The Arkansas Department of Workforce Services also serves as the Governor's Administrative Entity for WIOA Title I funding, provides staffing support for the Arkansas Workforce Development, provides technical assistance to local workforce development boards, and monitors their activities. The agency operates the above listed programs through a budget of just over \$1 billion annually and awards funding for WIOA Title services to ten local workforce development boards for delivery of services locally in addition to numerous subgrantees for delivery of service through the TANF program and discretionary grants awarded to the agency from multiple sources.

An organizational chart of the agency is included in Appendix 3.

Arkansas Department of Career Education

The Arkansas Department of Career Education (ADCE) is under the authority and leadership of the Career Education and Workforce Development Board. The State Board is appointed by the Governor and is charged with the responsibility for overseeing and directing the work of ADCE. The Director for the agency is appointed by the Governor. The agency has four divisions and includes Adult Education, Career Technical Education, Office of Skills Development, and Rehabilitation Services. The mission is to provide leadership and contribute resources to serve the diverse and changing career educational needs of Arkansas youth, adults, and persons with disabilities. Arkansas is fortunate to have two of the four required core partners under one agency along with an optional partner, Career Technical Education.

The Arkansas Department of Career Education (ADCE), Adult Education Division funds 47 local adult education programs and literacy councils and the Arkansas Adult Learning Resource Center (AALRC), the adult education's professional development training center. The adult education program is supported with \$5.2 million received under Title II of the Workforce Innovation Opportunity Act and \$19 million in state funding.

The Designated State Agency for General Vocational Rehabilitation in Arkansas is the Arkansas Department of Career Education (ACE) Division of Arkansas Rehabilitation Services (ARS). As directed by federal regulations stipulating the vocational rehabilitation designated state unit must utilize a commissioner, the Governor appoints a commissioner to oversee ARS services. The ARS Commissioner and the senior leadership of ARS provide oversight and coordination for three major components including, Field Services, the Arkansas Career Training Institute, and the programs under Access and Accommodations. Field Services personnel provide the local level coordination and facilitation of all general vocational rehabilitation services. This includes, but is not limited to, vocational rehabilitation counseling, vocational case management, eligibility determination, individual employment plan development, transition services, and job placement. The Arkansas Career Training Institute is a comprehensive vocational rehabilitation center and provides an array of training, vocational evaluation, accommodation, and supportive services for ARS clients. The programs organized under Access and Accommodations provide a variety of direct client and business services and include advocacy for people with disabilities,

facilitation of attainment of resources through loans and grants, provision of expertise to evaluate and recommend ergonomics and accommodations in the workplace.

The organizational chart for the Arkansas Department of Career Education can be found in Appendix 3.

Department of Human Services

The Department of Human Services (DHS) is Arkansas' largest state agency, with more than 7,500 employees working to ensure citizens are healthy, safe and enjoying a high quality of life. The agency's skilled and passionate staff cares for Arkansans of all ages. People needing support will find at least one local DHS office in each of the state's 75 counties. Arkansans may apply for a vast array of services at their local county office as well as online. Services include ARKids First health insurance for children, the Supplemental Nutrition Assistance Program (SNAP, formerly known as food stamps), Transitional Employment Assistance (TEA) and Medicaid. Through a blend of federal and state Medicaid funds, DHS pays for 64 percent of the babies born in Arkansas each year and for the care of 69 percent of the state's nursing home patients. Additionally, DHS protects children and the elderly who have been abused or neglected; finds adoptive homes for foster children; funds congregate and home-delivered meals for the elderly; regulates nursing homes and childcare facilities; supports high-quality early childhood education; treats and serves youth in the juvenile justice system; oversees services for blind Arkansans; runs residential facilities for people with developmental disabilities; manages the Arkansas State Hospital and Arkansas Health Center for those with acute behavioral health issues; and supports nonprofit, community and faith-based organizations that depend on volunteers to continue programs vital to our communities. The agency also works with a system of community mental health care centers to provide mental health services to nearly 74,000 people each year. In all, DHS serves more than 1.2 million Arkansans every year. To manage these services and programs efficiently, DHS has 10 divisions and five support offices headquartered in Little Rock in addition to the 85 county offices.

Two of DHS' programs are represented in this plan including Vocational Rehabilitation Services provided through the Division of Services for the Blind and the Supplemental Nutrition Assistance Program (SNAP) Employment & Training Program.

The Department of Human Services, Division of Services for the Blind is the designated State Agency to provide services for rehabilitation and social services to blind and severely visually impaired persons age 14 and above in Arkansas. The agency has a director appointed by the Governor, but federal regulations stipulate the vocational rehabilitation designated state unit must utilize a commissioner. The DSB Commissioner and the senior leadership of DSB provide oversight and coordination within the constraints of state and federal laws to fulfill its mission through the following goals:

- Employment - To assist Arkansans who are blind or visually impaired to secure or maintain employment and consistent with their skills, abilities, and interests.

- Rehabilitation - To assist Arkansans who are blind or visually impaired to live as independently as possible through the development of skills, accommodations, or adaptations that are necessary to perform all activities of daily living.
- Prevention of Blindness - To assist in preventing blindness stabilizing vision, and, where possible, restoring vision.

Field Services personnel provide the local level coordination and facilitation of all general vocational rehabilitation services for individuals with blind or visual impairment issues. This includes, but is not limited to, vocational rehabilitation counseling, vocational case management, eligibility determination, individual employment plan development, transition services, and job placement.

Business and Technology personnel provide assistance to educate consumers to develop management and business ownership within the Vending Facility Program (VFP). The Vending Facility Program Services are available to eligible blind persons who are interested in and have the necessary skills to manage snack bars throughout the state. VFP locates the sales site, equips and stocks the facility initially, maintains the equipment, and provides oversight and record keeping.

The organizational chart for the DSB may be found in Appendix 4.

State Board

The Arkansas Workforce Development Board was created by Arkansas Act 907 of 2015 and serves as the policy-making and oversight body for the State's workforce development system. The Arkansas Workforce Development Board is a 32-member private sector led board. Of the 32 members, 17 members are private sector business leaders from various industries from throughout Arkansas. Also represented on the board are representatives from organized labor, Registered Apprenticeship, chief elected officials, community-based organizations, and the directors of the state agencies responsible for workforce services, career education, economic development, vocational rehabilitation, education, and higher education.

The membership roster for the Arkansas Workforce Development Board can be found online at <http://dws.arkansas.gov/AWDB/BoardMembers.htm> and includes the membership category of representation as well as their professional affiliation.

The board meets on a quarterly basis and has a standard agenda layout to ensure that all of the activities of the board are being reported consistently and that the Executive Committee is able to monitor those activities. The order of business includes:

- Roll call
- Action on the minutes of the preceding meeting(s)
- Report of the Chairperson

- Report of the staff director
- Report of the Executive Committee
- Report of the standing committees
- Report of any *ad hoc* committees
- Other specified agenda items
- Communications, petitions and miscellaneous
- Adjournment

Every new member is provided a thorough orientation that includes information on the following information:

- Introduction to the Workforce Innovation and Opportunity Act
- Introduction to the Arkansas Workforce System to include the purpose, guiding principles, employer-driven focus, importance of business relationships, and services to employers and jobseekers.
- Information regarding the Arkansas Workforce Centers including the hallmarks of excellence, goal of workforce centers, accessing services, operational and functional requirements for a workforce center, partner programs, more detailed info on employer and job seekers services, employment resources, assessments, job coaching, and building toward excellence.
- Information on the workforce board including the board vision, mission, role of the board, strategic planning, using labor market information, oversight responsibilities, evaluation, innovation, collaboration, attracting and involving employers, and targeted industries in the State.
- Information on regarding how to be a successful board member including areas of responsibility, the appointment process, key characteristics of a successful workforce board member, networking, conflict of interest, Arkansas Freedom of Information Act, and board staff roles.

The newly formed board received orientation in June 2015, had a two-day training and strategy session on WIOA law in July 2015, and held a two-day strategic planning session in November and December 2015 to formulate goals and objectives for the state plan. Between June 2015 and January 2016, there have been five full board meetings and thirteen committee meetings in preparation for the implementation of WIOA in Arkansas.

Assessment and Evaluation of Programs and One-Stop Program Partners

Assessment of Core Programs

The State will assess its core programs through on-going continuous improvement strategies including:

- State and local level fiscal and programmatic monitoring (on-site and/or desk reviews) of all programs within our combined plan.

- Customer Satisfaction Surveys (for both the job seeker and employer) are conducted annually.
- State and local level data validation of all programs within our combined plan.
- The Program and Performance Evaluation Committee, a subcommittee of Arkansas Workforce Development Board, will meet quarterly to make recommendations on performance standards for the forthcoming year and to review actual outcomes across programs, make recommendation for improvement and/or corrective action to ensure attainment of performance standards for all partners.
- As a state agency, there are annual audits of programs conducted and specific, as needed, audits conducted by a third party.

The state also ensures that local workforce development areas meet performance accountability measures and will provide technical assistance when needed. ADWS plans to issue a policy on system assessment to ensure that the current actions are being coordinated in a way that allows core partners to review relevant information and take action to improve the system.

Each agency will be responsible for conducting an evaluation of their programs and reporting results to the PPE Committee of the State Board.

Assessment of One-Stop Program Partner-Programs

At a minimum, workforce delivery system partner program services, and the partner programs included in this Combined State Plan, will be assessed using performance measures they have in common, in addition to other performance accountability measures required by each program's funding source(s) and grants. Performance will be reviewed at both the state and the local workforce area level.

Each program's performance in each of the primary indicators of performance will be a start point for further evaluation of the quality, effectiveness and opportunities for improvement. Each partner program will submit their performance metrics into a statewide dashboard on a quarterly basis. Each partner program will report out to the Program and Performance Evaluation (PPE) Committee with their accomplishments, plans, and strategies to continue to make improvements, how they address areas that are not being met and the identification of resources or support they need to move forward.

The state and local areas will be assessed based on a comparison of the actual performance level with the adjusted level of performance each quarter and annually. The following definitions will be utilized to determine if a core program exceeded, met, or failed to meet the negotiated levels of performance. These definitions are developed based on the understanding that they are the same definitions to be utilized by the federal agencies in determining if the State met performance. Absent federal guidance on this subject at the time of plan development, these definitions may need to be adjusted subsequent to the issuance of federal guidance later in 2016.

Levels of Proficiency and Actions

"Exceed"

Condition: If the actual performance in any indicator is greater than 100% of the adjusted level, the measure will be considered to "exceed" the measure's adjusted rate.

Action: This is an indication that the program is providing high quality and effective services. The state or local area is expected to, consistent with economic conditions and characteristics of the participants continue to improve its performance. The programs are encouraged to innovate in service delivery, processes and practices. An example is to evaluate programs through a process improvement models, such as Lean Six Sigma, process mapping, simulation, DRIVE.

"Meet"

Condition: If the actual performance in any indicator is 90% or more and lower than 100% of the adjusted level, this measure will be determined to "meet".

Action: The program is required to improve its performance to meet 100% of the adjusted rate. The program will continue to improve processes, practices and to adjust strategies in order to create a higher quality workforce system.

"At-Risk"

Condition: If the actual performance in any indicator is more than 50% and below 90% of the adjusted level, the measure will be characterized as "At-Risk ". According to the proposed threshold outlined in §677.190(d)(1), each program is required to average at least a 90% average of their indicator scores in order to pass the Overall Program Score criteria. Additionally, the 2nd threshold in §677.190(d)(1) requires the state's Overall Indicator Score to be an average score of 90% or greater in each indicator across all core programs. In the case of performance characterized as "At-Risk", the individual indicator does not achieve 90% of the adjusted score. This may put the state or local area at risk of failing the Overall Indicator Score and Overall Program Score criteria. Meeting the 50% threshold is only an indicator that the quality and effectiveness of the program in a specific measure meets the minimum standards established by the Federal government in a specific measure. This performance level is however, not an indication that the overall quality and effectiveness of the program necessarily met.

Action: The program is required to improve its performance to meet the 90% threshold by improving processes, practices and to adjust strategies in order to create a higher quality workforce system.

"Fail"

Condition: If the actual performance in any indicator is less than 50% and the adjusted level, this measure will "fail" the proposed threshold outlined in §677.190(d) (2). This indicates a specific measure requires improvement in order to be compliant with federal standards. It is the minimum standard of the quality and effectiveness of services.

Action: In instances when the state or a local area falls below this threshold, immediate technical assistance will be provided by the appropriate office to improve the proficiency of staff members in providing WIOA services, provide an opportunity to develop strategies to improve the program's ability to meet performance measures.

Levels of Proficiency Requirements

- Exceeding Indicator Greater than 100%
 - Innovate and stay on top.
 - Strive for national excellence
- Meet Indicator between 90-100%
 - Process, practice improvement, adjust strategies
- At-Risk Indicator between 50-90%
 - Technical Assistance available, process, practice improvement, adjust strategies
- Fail Indicator Less than 50%
 - Immediate mandatory Technical Assistance, process, practice improvement.

Additional Metrics

In addition to the primary indicators of performance, secondary metrics may be created and reviewed to more fully assess the activities and performance of a program. The data elements on the WIOA annual state and local report as well as the Eligible Training Provider reports will be reviewed to identify strengths, weaknesses, opportunities and threats to workforce training programs. Areas for improvement may be identified from these metrics.

Previous Assessment Results

The Arkansas Workforce Development Board has monitored the performance of WIA (now WIOA) Title I programs as well as the Wagner Peysner Performance. All common and supplemental measures were met or exceeded. A formal evaluation of the Arkansas Workforce Center System has not been conducted since before program year 2011. When the WIA State set aside funding was reduced from fifteen percent of the total grant to only five percent, funding did not exist to conduct formal evaluations; however, the Arkansas Department of Workforce Services has conducted annual monitoring of programmatic and fiscal management of grants to ensure that funds are being spent in compliance with federal and state laws and regulations.

The Arkansas Department of Career Education oversees the performance outcomes Vocational Rehabilitation, Adult Education, and Carl Perkins funding to ensure both federal and state standards are met.

In addition, the continuation of oversight of performance outcomes, the Program and Performance Evaluation committee will focus on partners' performance and eligible training providers. Not only do they establish and monitor partner performance, they will also look at continuous improvement strategies related to credential, skills gains, and business performance.

The levels of performance established by the Adult Education Division for each of the core indicators of performance for adult education and literacy activities are expressed in objective, quantifiable, and measureable forms and will show progress towards continuously improving performance.

In order to ensure optimal return on the investment of federal and state funds in adult education and literacy activities, ADCE-AED shall reach an agreement with the Office of Career, Technical, and Adult Education (OCTAE) on levels of performance for each of the core indicators of performance for each year of the grant. In addition, the state office shall submit an annual report to OCTAE showing progress and continuous improvement. ADCE-AED will continue to conduct annual reviews and evaluations on local programs according to goals and objectives established and agreed upon by the AED and the local program.

Levels of Performance (Adult Education):

Core Indicators (CI) of Performance - Section 116(b) of WIOA

CI 1.1

Percentage of enrolled (12 contact hours or more) Adult Basic Education (ABE) Beginning Literacy adult learners (0.0-1.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by Adult Education Division (AED):

45% for 2013-2014

47% for 2014-2015

CI 1.2

Percentage of enrolled ABE Beginning Basic adult learners (2.0-3.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by AED:

39% for 2013-2014

47% for 2014-2015

CI 1.3

Percentage of enrolled ABE Intermediate Low adult learners (4.0-5.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by AED:

40% for 2013-2014

41% for 2014-2015

CI 1.4

Percentage of enrolled ABE Intermediate High adult learners (6.0-8.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills

measured by mastery of one or more competencies identified on a standardized instrument approved by AED:

41% for 2013-2014

42% for 2014-2015

CI 1.5

Percentage of enrolled Adult Secondary Education (ASE) Low adult learners (9-10.9) who complete or advance one or more educational functioning levels in reading, writing, and speaking in the English language; numeracy; problem solving; English language acquisition; and other literacy skills measured by mastery of one or more competencies identified on a standardized instrument approved by AED:

38% for 2013-2014

46% for 2014-2015

CI 1.6

Percentage of enrolled English as a Second Language (ESL) Beginning Literacy adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 0-20; BEST Plus= \leq 400; CASAS= \leq 180:

29% for 2013-2014

30% for 2014-2015

CI 1.7

Percentage of enrolled ESL Low Beginning adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 21-52; BEST Plus: 400-417; CASAS: 181-200:

27% for 2013-2014

37% for 2014-2015

CI 1.8

Percentage of enrolled ESL High Beginning adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 53-63; BEST Plus: 418-438; CASAS: 201-210:

36% for 2013-2014

44% for 2014-2015

CI 1.9

Percentage of enrolled ESL Low Intermediate adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 64-67; BEST Plus: 439-472; CASAS: 211-220:

39% for 2013-2014

46% for 2014-2015

CI 1.10

Percentage of enrolled ESL High Intermediate adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 68-75; BEST Plus: 473-506; CASAS: 221-235:

31% for 2013-2014

37% for 2014-2015

CI 1.11

Percentage of enrolled ESL Advanced adult learners who will acquire the level of English language skills needed to complete or advance one or more educational functioning levels. Test benchmark: BEST Literacy: 76-78; BEST Plus: 507-540; CASAS: 236-245:

25% for 2013-2014

18% for 2014-2015

Follow-up Outcome Measures

CI 2.1

Percent of learners who are unemployed and in the labor force when they entered the program and who exit during the program year. (*Entered Employment*):

65% for 2013-2014

43% for 2014-2015

CI 2.2

Percent of learners who were not employed at time of entry and in the labor force, who enter employment by the first quarter after exit quarter; and learners employed at entry who exit during the program year. (*Retained Employment*):

74% for 2013-2014

70% for 2014-2015

CI 2.3

Percent of learners who earned a secondary credential while enrolled in adult education, or who had a secondary credential at entry, or who are enrolled in a class specifically designed for transition to postsecondary education or training, who exit during the program year. (Enter in Post-Secondary education or training):

96% for 2013-2014

98% for 2014-2015

CI 2.4

Percent of learners who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the External Diploma Program (EDP), who exit during the program year: (Receipt of secondary diploma or GED):

27% for 2013-2014

10% for 2014-2015

During FY2014 and FY2015, Arkansas Rehabilitation Services (ARS) met or exceeded all performance standards and indicators required by the Rehabilitation Services Administration. ARS increased the number of individuals who achieved employment outcomes from 2,917 in FY2013 to 3,077 in FY2015. Seventy-two percent of individuals who exited the VR program after receiving services achieved an employment outcome. Over 99% achieved an employment outcome in competitive, self-employment, or Business Enterprise Program employment, earning at least minimum wage. Ninety-eight percent of those earning at least minimum wage were individuals with significant disabilities.

The above successes can be attributed to ARS' goals and strategies to expand and improve services offered to individuals with disabilities. ARS significantly improved its name recognition resulting in improved referrals and increased employment outcomes. ARS provided education to employers about disability issues and the value and experience individuals with disabilities has

to offer. Vocational rehabilitation counselors and business relations representatives were trained on how to better reach the unserved and underserved minority populations, and how to utilize Assistive Technology at Work (AT@Work) and the Increasing Capabilities Access Network (ICAN) to provide individuals with disabilities with a broad range of assistive technology services and devices.

In collaboration with stakeholders, ARS developed a job coaching training certificate program and implemented it in FY2014 through FY2015. The job coach training was offered online and through live training throughout the state to supported employment providers. ARS worked closely with the Arkansas Career Training Institute (ACTI), a comprehensive rehabilitation center, to place graduates in employment. ACTI provided counseling and case management, vocational assessments and evaluations, vocational training, and employability skills. The Arkansas Transition Program and ACTI partnered to develop and implement the Transition Employment Program (TEP). This program targeted high school students to provide training and work experiences during the summer following their junior year.

ARS, in collaboration with Arkansas Transition Services, provided guidance to high schools to improve transition services from school to post-school activities including postsecondary educational and employment opportunities. In addition, ARS worked with Arkansas PROMISE, a research project open to youth ages 14 to 16 who currently receive SSI benefits. Participants and their families received services to support their education and career goals. Services included: Intensive case management, two paid competitive work experiences, education and employment training and support for youth and families, health and wellness training, and benefits counseling.

ARS continued to support Project SEARCH, an international one-year internship program for individuals with developmental disabilities who desire sustainable, competitive employment.

Division for Service of the Blind (DSB) previous assessment results provides the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner program included in the plan during the preceding 2-year period. Describe how the State is adapting its strategies based on these assessments.

During FY2014 and FY2015, DSB increased the number of individuals who achieved employment outcomes from 335 in FY2014 to 366 in FY2015. In FY2014, sixty-three percent of the participants who exited the Vocational Rehabilitation (VR) program for the blind and visually impaired achieved an employment outcome. Sixty-eight percent of individuals who exited the VR program for the blind and visually impaired achieved an employment outcome in FY2015. All DSB clients are individuals with significant visual impairments or blindness.

Below is a detailed report of the strategies used in FY2015 and the assessment results of those strategies. DSB is using these strategies to strengthen and improve service delivery to visually impaired and blind participants who want to work by focusing on independent living skills that will allow participants to have freedom of movement, self-care skills, and the technological access they need to compete with non-disabled individuals. Next, DSB focuses on educational preparation in high school, career counseling and work experience situations. Youth and adult clients with no previous work history require similar strategies. DSB has improved from FY2014 to FY2015 by focusing on post-secondary educational preparation programs for participants, programs that are readily available in the job market and have frequent hiring upon graduation. Participants are encouraged to be active partners in their career selection by researching career fields, visiting job sites, and talking to colleges. DSB clients know who is hiring and where prior

to beginning a field of study. DSB assists by making the connections and conversations happen. Moving forward DSB will focus on improving relationships with employers so that participants have ready access to real world situations and possibilities.

Evaluation and Reports of Progress:

VR and Supported Employment Goals.

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:

- Identify the strategies that contributed to the achievement of the goals.
- Describe the factors that impeded the achievement of the goals and priorities.

Evaluation of FY 2015 VR Goals:

Below are the evaluation and reports of progress for the most recently completed FY 2015 VR Goals and Priorities, covering October 1, 2014 – September 30, 2015:

Goal 1: DSB will increase the employment opportunities for people who are blind or severely visually impaired.

Strategy: VR Counselors and Rehabilitation Teachers will make job contacts with employers.

Performance Measure:

- Each VR Counselor and Rehabilitation Teacher will make two face-to-face job contacts with employers per month.
- A brochure will be developed to give employers.

Goal Met/Extended: Counselors and Rehabilitation Teachers continue to make two face-to-face contacts with employers per month and document them in monthly reports. Development of an employer brochure is continuing in cooperation with the Department of Career Education.

Strategy: DSB will encourage and support viable self-employment.

Performance Measure:

- All self-employment proposals will be reviewed by a team composed of the Business and Technology Unit Manager, the Field Services Administrator, and the VR Counselor to ensure that a proposal is realistic and sustainable before it is approved and any funds are provided.
- In addition to the goal and steps of self-employment being on the IPE, the consumer must complete a written business plan with the DSB business-ownership team described above.
- A brochure will be developed to provide interested consumers with information about DSB's small business self-employment program.
- Staff will receive training in Operation Jumpstart, a hands-on, microenterprise development program designed to help entrepreneurs test the feasibility of their business ideas and plan to launch new ventures. DSB's Operation Jumpstart's mission is to help consumers who have expressed an interest in starting their own business, explore the possibility, develop a business plan, and start their own business. In doing so we help them become economically independent and be an active part of their communities.

Goal Met/Extended: This process was followed and business plans were submitted and approved. However, the Small Business Program was restructured and moved to the Field Services unit. As a result, plans for a small business brochure are being revised. Instead of doing an Operation Jumpstart training in 2015, it was decided to do one-on-one assistance to consumers as needed using the Small Business Developer.

Strategy: Based upon consumer response and effectiveness, DSB will continue to hold Job Clubs to assist participants in acquiring job seeking skills and improving their probability of securing employment. Job Clubs also encourage peer mentoring.

Performance Measure:

- Job Clubs will be held at least once a month at the DSB Tech Lab and field offices.

Goal Met: Job Clubs are being conducted as planned.

Strategy: DSB will continue to refer individuals for benefits counseling.

Performance Measure:

- Area Supervisors will monitor caseloads to ensure that VR Counselors will refer at least 10 consumers per caseload for benefits counseling.
- The monthly report will be revised to capture this information.

Goal Met: The White River Area Agency on Aging continues as an employment network doing benefits counseling for DSB consumers. Instead of revising the monthly report, a form specific to benefits counseling referrals was developed.

Strategy: DSB will continue to refer eligible Older Blind individuals to VR.

Performance Measure:

- DSB will refer 100% of eligible Older Blind individuals to VR.

Goal Met: All Older Blind individuals interested in employment are referred to VR.

Strategy: DSB will continue to recognize successful consumers and their employers and will encourage peer mentoring.

Performance Measures:

- Each counselor who has been in his/her position for at least a year will nominate one individual from his/her caseload as a candidate for state Consumer of the Year and encourage the individual to serve as a peer mentor to other people who are blind or severely visually impaired.
- DSB will award Consumer of the Year candidates and their employers with trophies/plaques and related publicity.

Goal Met: Counselors are nominating outstanding Consumers of the Year, and the consumers and their employers are being recognized with trophies/plaques and publicity.

Strategy: DSB will continue to expand its assistive technology services and improve access to these services and equipment.

Performance Measures:

- DSB will acquire specialized training to develop the skills and credentials of Rehabilitation Teachers.
- DSB will continue to assign new Rehabilitation Teachers to assistive technology training as vacant positions are filled, so that staff can provide basic technology support to consumers in their respective geographic areas statewide. Supervisors will schedule veteran RTs for remedial training as a formal part of their professional development plan.
- DSB will continue to provide training to new Workforce Services staff as vacancies occur in order to increase their knowledge of accessible technology and the needs of consumers.
- DSB staff will continue to meet consumers at Workforce Services offices, including DSB-sponsored accessible kiosks, in order to assist consumers in their job searches and in becoming more comfortable interacting with the public in an employment setting.

Goal Met: DSB provided new Rehabilitation Teachers with assistive technology training and continued to train Workforce Services staffs. VR Counselors met consumers at accessible kiosks to assist them in their job searches.

Strategy: DSB will increase the skills, credentials and professional affiliations of its novice Vocational Rehabilitation Counselors as they move to assume senior counseling responsibilities in connection with DSB overall succession planning.

Performance Measures:

- Novice counselors will attend a specific orientation to VR issues and will participate in specialized training, through the Arkansas Rehabilitation Association or other qualified sources.
- Novice counselors will be exposed to professional organizations each year, as documented in their professional development plans.

Goal Met: Novice counselors were given the opportunity to attend the ARA annual conference and to apply for stipends to attend the conferences of professional organizations.

Strategy: DSB will contract with local providers to secure select VR services to capitalize on the established relationships of such contractors with local employers, to secure appropriate employment for DSB clients in geographic proximity to their homes.

Performance Measure:

- Deliverables within the contracts will be met.

Goal Met: Instead of contracting with employment providers, DSB decided to pay private, local job placement specialists on a fee-for-service basis.

Strategy: DSB will establish multi-layered support systems for clients by developing performance based contracts with Faith-Based Organizations (FBO's) and other providers across the state, as an extension of their missions, to provide depth to volunteer employment-related transportation and other services in rural areas of the state.

Performance Measure:

- Deliverables within the contracts will be met.

Goal Met: Deliverables were met by CIL's who participated in the RFQ and contracted with DSB, but some CIL's chose not to participate. No responses were received from FBO's.

Strategy: DSB will establish an information clearinghouse and scheduled demonstration lab on selected college campuses to inform Transition Partner organizations of the needs of students with significant vision problems, and the cost-effective resources available to them.

Performance Measure:

- An information clearinghouse and scheduled demonstration lab will be established on at least one college campus.

Goal Met: The Business and Technology Unit demonstrated technology to college and high school students on a college campus.

Strategy: DSB will explore ways to better utilize the DSB central Tech Lab.

Performance Measure:

- DSB will re-design the technology needs assessment and database process for the DSB central Tech Lab to better align it with RSA guidelines on Rehabilitation Engineering. This is a specific initiative of the DSB Leadership Training Team, in partnership with the Oklahoma Wicked Innovation: Next Generation Solutions (WINGS) leadership training project.

Goal Met: A survey about Tech Lab services was received by consumers and DSB staff. The response rate was very low, but the WINGS project itself led to the purchase of an instructional

library for use when teaching in the Tech Lab. This library includes tutorials for MS Word, Excel, PowerPoint, and Outlook for use with JAWS, MAGic, Window-eyes, and Internet Explorer. The tutorials are updated on a regular basis and additional instructional materials for other software and equipment is added as needed or available.

Strategy: DSB will convert its client data MIS system to a web-based environment.

Performance Measures:

- Counselors will be able to enter client data and gather signatures during local visits, which will streamline the flow of services.
- The new system will facilitate the production of statistical reports.

Goal Met: DSB purchased the AWARE data management system and all staff are now proficient in its use.

Strategy: To augment the efforts of DSB staff, DSB will use peer mentoring in a variety of situations to allow experienced consumers to provide information, advice, and support to less experienced consumers, often leading and guiding by example of his/her success in an area.

Performance Measures:

- Peer mentoring will be used to connect consumers interested in self-employment with individuals who have owned small businesses and can offer advice and support.
- Consumers of the Year will be encouraged to provide peer mentoring to other individuals who are blind and severely visually impaired that are trying to manage their rehabilitation plans, gain marketable skills, and secure good jobs.
- Participants in Job Club will be encouraged to mentor each other in their searches for employment and development of job readiness skills.

Goal Met: Peer mentoring is occurring as planned.

Goal 2: DSB will increase its services to transition students.

Strategy: DSB will support training and the exchange of information among state transition partner organizations.

Performance Measure:

- DSB will sponsor or participate in at least one training or event that will bring together transition partners for the purpose of exchanging information that will specifically benefit students who are blind or severely visually impaired.

Goal Met: A Parent Summit was held in Harrison and West Memphis in 2015 for transition students and their families from throughout the state. Transition partners were invited to attend and some were asked to make presentations. The success of the summit confirmed that additional summits will be held around the state in coming years.

Strategy: DSB will update the collaborative database of transition students as needed.

Performance Measure:

- The Transition Coordinator will review the database to insure it is being maintained by Rehabilitation Assistants, who input local information.

Goal Met: The Transition Coordinator reviewed the database and insured it was being maintained.

Strategy: VR Counselors will continue to track transition students on their caseloads to insure that the IPE is developed or updated before a student graduates from high school.

Performance Measure:

- Area Supervisors will monitor this during case reviews to insure that no transition student will graduate without a current IPE.

Goal Met: Case reviews showed no students were graduating without current IPE's.

Strategy: DSB will hold Parent Summits around the state to assist parents and other stakeholders in becoming more knowledgeable and better prepared to advocate for their children at Individualized Education Plan (IEP) meetings.

Performance Measure:

- In FY 2015, DSB will invite ESVI Regional Certified Vision Consultants and transition parents to Parent Summits with VR Counselors and Rehabilitation Teachers, to provide information about students' rights and accommodations.

Goal Met: A Parent Summits were held in West Memphis and Harrison for transition students and their families from throughout the state. ESVI was included on the agenda. The information provided included IEP's, but topics extended beyond high school and into college services. The success of the summit confirmed that additional summits will be held around the state in coming years.

Strategy: VR Counselors or Rehabilitation Teachers will make face-to-face visits to each school counselor assigned to students who are blind or visually impaired in their territories.

Performance Measure:

- VR Counselors or Rehabilitation Teachers will have from the beginning of the school year to December 1, to complete the face-to-face visits to school counselors described above.

Goal Met: VR Counselors made face-to-face contacts within required timeframes.

Strategy: DSB will continue to provide assessments to transition students specifically focused on activities of daily living, including but not limited to, mobility, knowledge of available transportation resources, self-advocacy, acquisition of a variety of reading options, awareness of job opportunities, and rights and responsibilities as an informed consumer.

Performance Measure:

- All transition students will be referred to Rehabilitation Teachers for assessment of daily living skills and needed instruction.

Goal Met: Transition students are referred for assessments in accordance with policy and the State Plan.

Strategy: DSB will continue to strengthen relationships with public schools, including Arkansas School for the Blind and Visually Impaired.

Performance Measure:

- DSB will continue its system of mail-outs and emails to public schools.

Goal Met: Mail-outs and emails are sent to contacts in public schools and have improved communication and strengthened relationships.

Strategy: DSB will continue to strengthen relationships with ESVI.

Performance Measures:

- DSB will continue its system of mail-outs and emails to area ESVI representatives. In addition to the local networking efforts, the Transition Coordinator will dialogue with ESVI at a state level to discover any transition students that need services and should be referred to DSB.
- DSB will refer young consumers to ESVI and will encourage referrals from ESVI to DSB.

Goal Met: Mail-outs and emails are sent to ESVI Regional Certified Vision Consultants and have improved communication and strengthened relationships. The Transition Coordinator maintains contact with ESVI at a state level.

Goal 3: DSB will expand its outreach efforts to include the general public, as well as the unserved, underserved, minorities, and stakeholders.

Strategy: DSB will use exhibit booths to educate the public about DSB services and their availability.

Performance Measure:

- Each VR Counselor will man at least one DSB exhibit at a widely attended or significantly relevant event in his/her territory.

Goal Met: VR Counselors met or exceeded this goal in each territory.

Strategy: DSB will contract with CIL's to reach out to faith-based organizations and inform them of DSB services.

Performance Measure:

- CIL's will submit to DSB copies of minutes of meetings with faith-based groups, reports on trainings, and monthly reports, including the number of faith-based referrals.

Goal Met: DSB staff monitoring the contract determined that CIL's submitted program and financial documentation as required by the RFQ.

Strategy: DSB will increase its services to minorities.

Performance Measures:

- DSB will make at least one minority outreach effort to Hispanic, Asian, or other ethnic groups in each of its geographic areas in FY 2015.

Goal Met: VR Counselors met or exceeded this goal in each area.

Strategy: Area Supervisors and DSB administrative staff will continue to attend the state conferences of blindness consumer groups, and opportunities will be offered to direct service staff as well.

Performance Measure:

- DSB will continue to send at least five supervisors/administrators to these conferences and will make presentations as requested.

Goal Met: DSB exceeded the number of supervisors and administrators that were to be sent to conferences of blindness consumer groups. Opportunities to attend these conferences were extended to direct service staff, and some staff chose to participate.

An evaluation of the extent to which the Supported Employment (SE) program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

- Identify the strategies that contributed to the achievement of the goals.
- Describe the factors that impeded the achievement of the goals and priorities.

Evaluation of FY 2015 SE Goals:

Below are the evaluation and reports of progress for the most recently completed FY 2015 SE Goals and Priorities, covering October 1, 2014 – September 30, 2015:

Goal 1: Increase the number of Supported Employment Providers to better serve DSB consumers.

Strategy: DSB will provide resources to significantly expand the capacity of its partners World Services for the Blind (WSB) and Arkansas Lighthouse for the Blind (LFB) as Community Rehabilitation Programs to provide Supported Employment services to DSB consumers.

Performance Measure:

- WSB and LFB will begin providing SE services to at least half of the DSB consumers in supported employment during FY 2015.

Goal Met: DSB referred 100% of its SE consumers to WSB and LFB in 2015. DSB also established a methodology for each VR Counselor to submit two SE referrals to WSB, so that 26 consumers would be referred each year forward of 2015.

Strategy: DSB will continue to collaborate with other agencies, such as Arkansas chapter of APSE: Advancing Employment, Connecting People, to expand the number of SE providers.

Performance Measure:

- At least two new potential SE providers will be identified and contacted.

Goal Met: Career Links and Friendship Community Care became new SE providers for DSB.

Strategy: DSB will encourage consumers' family members and other natural support individuals to become SE providers.

Performance Measure:

- DSB will collaborate with TACE and other organizations to develop training for the family support member and consumer.

Goal Met: Training for natural supports was developed in 2013 and finalized and held in March 2014, trainings continued into 2015.

Strategy: DSB will continue to encourage CRPs to become Employment Networks (ENs).

Performance Measure:

- A meeting will have taken place with at least one CRP to discuss the possibility of its becoming an EN.

Goal Met: DSB discussed the possibility of becoming EN's with WSB and LFB.

Goal 2: Increase the quality of SE Providers for individuals who are blind or severely visually impaired.

Strategy: DSB will collaborate with TACE and other organizations to develop training for the family support member and consumer.

Performance Measures:

- At least one training on SE will be offered to family support personnel and SE consumers.

Goal Met: DSB collaborated with TACE, WSB and LFB to develop the training for natural supports. The first training was held in March 2014 and continued into 2015.

Strategy: Orient DSB staff to new program design.

Performance Measures:

- At least one staff training on SE program design will be conducted in FY 2015.

Goal Met: Staff received training on the new program design at the annual field service meeting.

DSB is transitioning into using the performance accountability measures under section 116 of WIOA. Steps have been taken to conduct a statistical analysis over the last 3 years in order to develop a baseline of performance percentages for the agency in order to move forward to set applicable performance standards under section 116 of WIOA.

Evaluations and Research Projects

For the federal WIOA performance accountability measures and state measures determined by Arkansas Workforce Development Board (AWDB), each core partner will have a monitoring and corrective action process at the state level that assures identified deficiencies, to the extent

they occur, are addressed. This process is intended to be based primarily on data analysis, but shall also include monitoring tools at the discretion of the core program. If annual performance targets are not met by any core program, AWDB may request that the core program submit a corrective action plan. In the event of a corrective action plan being implemented, the partner will provide regular progress reports to ADWS and other parties.

The AWDB will evaluate its core programs through on-going continuous improvement strategies including:

- Program performance effectiveness utilizing the State’s Information Management System at the state and local level.
- Review of state and local level data presented on a performance dashboard
- Core Program Monitoring and Compliance reviews annually.
- Local Workforce Development Area annual reports.
- State and local risk assessment evaluations to review:
 - Governance
 - Administrative, program/grant, and financial management systems
 - Program services, delivery systems, and documentation, and
 - Performance accountability.
- Statewide core partner meetings held bi-annually to discuss and review program effectiveness, best practices and provide technical assistance.

Distribution of Funds for Core Programs

Title I Programs

The Arkansas Workforce Development Board (AWDB) coordinates and establishes policy for conducting all employment and training activities within the workforce investment system created by the federal Workforce Innovation and Opportunity Act of 2014 and Arkansas Code §15-4-3707 through 15-4-3713, including all activities conducted in and through Arkansas’s one-stop centers. The criteria for funding the programs included in this plan will be consistent with the federal and state laws governing those programs and are described in detail in the funding sections below.

The chief elected official or lead elected official in a local workforce development area will serve as the local grant recipient for, and shall be liable for any misuse of, the grant funds allocated to the local area for youth, adult, and dislocated worker activities under Sections 128, 129, 132, and 133 of the Workforce Innovation and Opportunity Act.

In a case in which a local workforce development area includes more than one unit of general local government, the chief elected officials of such units will execute an agreement that specifies the respective roles of the individual chief elected officials, including responsibility for maintaining the integrity of the allocated funds. If, after a reasonable effort, the chief elected officials are unable to reach agreement about this responsibility, the Governor makes the determination. The local plan must include the agreement concerning this responsibility.

In order to assist in the disbursement of the grant funds, the chief elected official or lead elected official of a local workforce development area may designate an entity to serve as a local grant subrecipient for such funds or as a local fiscal agent. Such designation shall not relieve the chief elected official or lead elected official of the liability for any misuse of grant funds.

The local grant recipient or subrecipient will disburse such funds for workforce development activities at the direction of the local board. The local grant recipient or subrecipient will disburse the funds immediately on receiving such direction from the local board. The local board, in partnership with the chief elected official(s), will conduct oversight with respect to local programs of youth activities authorized under WIA Section 129, local employment and training activities authorized under WIOA Section 134, and the One-Stop delivery system in the local area.

WIA Title I Youth Funding Allocation Formula

The in-state allotment of funds to local workforce investment areas for Title I youth activities under the Workforce Investment Act will be made using the formula described at Section 128(b)(2)(A)(i), as follows:

- 33 1/3 percent of the funds to the local workforce investment areas will be based on the relative number of unemployed individuals in areas of substantial unemployment in each workforce development area compared to the total number of unemployed individuals in all areas of substantial unemployment in the state
- 33 1/3 percent of the funds based on the relative excess number of unemployed individuals in each workforce development area compared with the total excess number of unemployed individuals in the state
- 33 1/3 percent of the funds based on the relative number of disadvantaged youth in each workforce development area compared to the total number of disadvantaged youth in the state

To ensure that youth funds are distributed equitably and to avoid significant shifts in funding levels to local areas, a hold-harmless provision will be applied. Under this provision, consistent with WIA Section 128(b)(2)(A)(ii), a local area will not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the local area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with the preceding sentence will be obtained by ratably reducing the allocations to be made to other local areas.

WIA Title I Adult Funding Allocation Formula

The in-state allotment of funds to local workforce investment areas for Title I adult activities under the Workforce Innovation and Opportunity Act will be made using the formula described at Section 132(b)(1)(A)(ii), as follows:

- 33 1/3 percent of the funds to the local workforce development areas will be based on the relative number of unemployed individuals in areas of substantial unemployment in each

workforce development area compared to the total number of unemployed individuals in all areas of substantial unemployment in the state

- 33 1/3 percent of the funds based on the relative excess number of unemployed individuals in each workforce development area compared with the total excess number of unemployed individuals in the state
- 33 1/3 percent of the funds based on the relative number of disadvantaged adults in each workforce development area compared to the number of disadvantaged adults in the state

To ensure that adult funds are distributed equitably and to avoid significant shifts in funding levels to local areas, a hold-harmless provision also will be applied. Under this provision, consistent with WIOA Section 132(b)(1)(A)(iv), a local area will not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the local area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with the preceding sentence will be obtained by ratably reducing the allocations to be made to other local areas.

WIA Title I Dislocated Worker Funding Allocation Formula

Funds for dislocated workers will be allocated based on an allocation formula prescribed by the Governor of Arkansas. This formula may be amended by the Governor not more than once for each program year. The formula will use the most appropriate information available to the Governor to distribute amounts to address Arkansas's worker readjustment assistance needs. The in-state allotment of funds to local workforce development areas for Title I dislocated worker activities under the Workforce Innovation and Opportunity Act will be distributed by placing the following weights on six factors:

- 5 percent insured unemployment
- 15 percent unemployment concentrations
- 30 percent plant closings and mass layoffs
- 15 percent declining industries
- 5 percent farmer-rancher economic hardship
- 30 percent long-term unemployment

To ensure that dislocated worker funds are distributed equitably and to avoid significant shifts in funding levels to local areas, a hold-harmless provision also will be applied. Under this provision, consistent with WIOA Section 133(b)(2)(B)(iii), a local area will not receive an allocation percentage for fiscal year 2016 or subsequent fiscal year that is less than 90 percent of the average allocation percentage of the local area for the 2 preceding fiscal years. Amounts necessary for increasing such allocations to local areas to comply with the preceding sentence will be obtained by ratably reducing the allocations to be made to other local areas.

Not more than twenty-five percent of the total state allotment will be reserved for Rapid Response activities. Rapid Response activities in Arkansas are administered by Arkansas Department of Workforce Services as the lead agency of the Governor's Dislocated Worker Task Force.

Title II Programs

Funding is awarded to local adult education/literacy providers through a competitive grant process based on literacy rate and the core indicators of performance as outlined in Title II of the WIOA law. Applications will be competitive, open, and available to all eligible applicants. Grants/contracts are awarded for one year, with two one-year renewals based on performance and available funding.

Not less than 95% of federal funds shall be expended for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5%, shall be used for planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in WIOA paragraphs (3) and (5) of section 232.

Applications—Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Public Law 113-128) Sections 223, 225, 231, 232:

Each eligible provider desiring a grant or contract shall submit Request for Proposal (RFP) application to the Department of Career Education, Adult Education Division containing support information and assurances that will include the following:

- (1) a description of how funds awarded under this title will be spent consistent with the requirements of this title;
- (2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- (3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
- (4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
- (5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
- (6) a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
- (7) information that addresses the considerations described under section 231(e), as applicable.

Eligible Providers—WIOA Section 203 (5)

The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

- (A) a local educational agency;
- (B) a community-based organization or faith-based organization;
- (C) a volunteer literacy organization;
- (D) an institution of higher education;

- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

Grant Process

Adult Education Division will run a classified advertisement in a statewide newspaper of record for three consecutive days, including the weekend, notifying the public of the availability of federal funds and providing information on how to apply. This information and the Request for Proposal (RFP) application will also be posted on the Department of Finance and Administration’s website (www.dfa.arkansas.gov) as well as the Department of Career Education’s website (www.ace.arkansas.gov). Individuals may also request an application by mail or e-mail by sending a written request to 3 Capitol Mall Little Rock, AR 72202 or AdultEd@arkansas.gov. Any eligible provider submitting a completed application for any adult education funding by the due date will be considered for funding.

Evaluation of Applications—Section 231 (e) (1-13)

Each eligible provider submitting a completed Request for Proposal (RFP) Application by the due date specified by the ADCE-AED will be evaluated using a rubric. In cases where a program’s past performance is low, a meeting with the evaluation committee may be required. The purpose of the meeting will be to discuss the eligible provider’s proposal and past performance and to determine whether the candidate would be a viable applicant for funds. Goals may be negotiated and educational benchmarks may be established for the provider’s program before any funding is awarded.

In awarding grants or contracts under this section, an applicant must meet the following 13 considerations in order to be considered for funding:

- (1) the degree to which the eligible provider would be responsive to—
 - (A) regional needs as identified in the local plan under section 108; and
 - (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—
 - (i) who have low levels of literacy skills; or
 - (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of

performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

(4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

(5) whether the eligible provider's program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

(B) uses instructional practices that include the essential components of reading instruction;

(6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

(7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

(8) whether 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;

(9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

(10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

(11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

The state may implement an adult education rule or policy that is not a federal requirement; however, it must clearly identify it as a State or outlying area requirement.

Demonstrated Effectiveness

According to Arkansas Act 1280 of 2007, Section 30, “All funds that become available for adult education shall first be distributed to those administrative units determined to be operating effective and efficient adult education programs, under criteria established by the Career Education and Workforce Development Board. The criteria shall include the relative efficiency of administration of the program in the counties served and achievement of the federal performance indicators.”

To be considered effective and efficient, local adult education programs and literacy councils receiving adult education funds will be required to meet or exceed the percentage of the federal negotiated core indicators as determined by the Deputy Director of Adult Education. Programs not meeting percentage requirement, in the first year will be required to submit an improvement plan. The improvement plan will address each core indicator of performance that was not met and will include measurable objectives for correcting deficiencies during the following year. State program advisors will provide technical assistance to each program submitting an improvement plan and closely monitor programs during the year. Core indicators of performance are defined in the federal Workforce Innovation and Opportunity Act of 2014, Title II, the Adult Education and Family Literacy Act (AEFLA); however, using the core indicators as criteria for effective and efficient evaluations and imposing a minimum score is a state decision. Programs that do not meet the percentage requirement of their negotiated core indicators of performance for a second consecutive year will be assigned a state technical assistance team to assist the program in addressing its deficiencies. The team members may include, but not limited to state and local staff, administrators, teachers and students. Quarterly progress reports will be submitted by the program being monitored to the Adult Education Division describing the progress being made to bring the program into compliance with core indicators. Programs not achieving percentage requirement, of their negotiated core indicators of performance for three consecutive years will be submitted to the Career Education and Workforce Development Board for appropriate action prior to continuation of funding.

Direct and Equitable Access for All Eligible Providers to Apply

ADCE-ACE will ensure that each eligible provider who is currently receiving any ADCE-ACE funds will be notified of the availability of federal funds. In addition, all eligible providers will have direct and equitable access to apply and compete for grants or contracts. In addition, the same grant or contract announcement process and application process is used for all eligible providers in the state or outlying area.

Title IV Programs

Distribution of funds between the two Vocational Rehabilitation designated state units, (Arkansas Rehabilitation Services and the Division of State Services for the Blind) is done under written agreement of the heads of the two DSUs in consideration of the incidence and severity of disability and the historical cost of rehabilitation for the two populations. Such agreement distributes 88% of the VR grant to Arkansas Rehabilitation Services (ARS) and 12% to Division of State Services for the Blind (DSB). In accordance with section 101(a)(2)(A)(i) of the Rehabilitation Act, Arkansas state law designates the Division of State Services for the Blind (DSB) of the Department of Human Services as the 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.

Determination of Funds Provided for Infrastructure Costs

The State will issue its policy on the requirements for funding infrastructure costs in an Arkansas Workforce Development Board policy issuance no later than June 30, 2016. In part, the policy will state that local boards, with the agreement of chief elected officials of the area, must develop and enter into memorandums of understanding (MOU's) with statutorily required one-stop partners for operation and funding of a one-stop delivery system in the local area. Local boards may also enter into MOU's with other optional partners, as described by WIOA. Among several required provisions, the MOU must include a final plan, or an interim plan if needed, on how the infrastructure costs of the one-stop centers will be funded.

The policy also will state that if a one-stop partner appeals to the state regarding infrastructure costs and the appeal results in a change to the one-stop partner's infrastructure cost contributions, the MOU must be updated to reflect the final one-stop partner infrastructure cost contributions.

The appeals process will be outlined in the policy issuance.

Program Data

Data Alignment and Integration

This plan represents thirteen workforce development programs that utilize seven different data systems to determine eligibility for programs, capture case management activities and provide data for required federal and state reporting requirements. It is the intent of the Arkansas Workforce Development Board to integrate these data systems so that a common portal will exist to streamline intake for programs, exchanging information for case management purposes and provide the necessary data for required federal and state reporting. The board has established this as an objective under the overall goal of enhancing service delivery to workforce customers and charged staff with developing an integrated data system that will enable the sharing of information between partner agencies to more efficiently service both employers and job seekers.

WIOA Title I Statewide Activities funding has been earmarked for this project and the project will begin in the Spring of 2016 with a formal evaluation of the systems currently being used and the data needs of each program. The project development will be led by the Arkansas Department of Workforce Services and coordinated with the other partner agencies through the Information Technology Committee of the WIOA Interagency Roundtable. Progress will be monitored by the Arkansas Workforce Development Board.

Assessment of Participants' Post-Program Success

The progress of participants who are exiting from the core programs will be assessed through follow up by the core programs that provided service. Furthermore, the Program and Performance Evaluation Committee (PPE) of the Arkansas Workforce Development Board will monitor outcomes through quarterly progress reports on the WIOA core measures.

State agencies, federal agencies, private companies and non-profits collect a vast amount of data that can be utilized by States in ensuring that their talent supply and demand are aligned. One valuable tool that combines and translates this data into useable information is a dashboard, which highlights important figures and visualizes large datasets in ways that users can easily digest and use to spur action. The PPE Committee will establish a performance dashboard that will review outcomes across core programs and eventually will include performance of all programs under this plan and may include performance standards outside of the core WIOA targets.

Use of Unemployment Insurance (UI) Wage Record Data

Unemployment Insurance (UI) Wage Record Data will be utilized for data matching purposes for assessing and reporting on state and local employment and training program performance, evaluating training provider performance, and for other purposes allowed by state law and data sharing agreements among state agencies. By utilizing UI Wage Data, the State can measure entered employment, employment retention, and earnings of the individual. This will help measure the success of the workforce development services being provided.

Furthermore, the State will utilize Wage Record Interchange System (WRIS) data to track performance outcomes. The use of WRIS data permits state workforce program performance agencies to secure wage data of individuals who have participated in workforce investment programs in one state, then subsequently secured employment in another. By participating in WRIS, the State has a more robust picture of the effectiveness of workforce development programs and is able to report more comprehensive outcomes against their performance measures.

Privacy Safeguards

The State is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical safeguards and ensuring personnel handling this data are properly trained in all

relevant regulations and the fundamentals of handling personal and confidential data. Technical safeguards may include:

- Approved processes that limit access to the data to only those personnel who require access to carry out their daily job functions;
- Network security, monitoring, firewalls, etc. to prevent unauthorized access to data from entities outside of State government;
- Encryption technology; and
- Secure data transport mechanisms.

Data Sharing Agreements are used when confidential information is shared with another entity. All partners that will provide and share data in collaboration efforts will enter into a memorandum of understanding (MOU) and/or a data sharing agreement to ensure security of sensitive information.

All partners expressly agree to abide by all applicable federal, state, and local laws regarding confidential information and to adhere to the same standards of confidentiality as state employees, including but not limited to:

29 U.S.C. 2935; as amended by WIOA - reports, recordkeeping, and investigations.

29 U.S.C. 2871(f)(3); as amended by WIOA - regarding confidentiality.

20 CFR Part 603 - safeguards and security requirements regarding disclosed information under Unemployment Compensation.

42 U.S.C. 503 - regarding state laws governing Unemployed Insurance operations.

20 CFR 617.57(b) - regarding disclosure of information under the Trade Act.

29 U.S.C. 49I-2(a)(2); as amended under WIOA - regarding information to be confidential under the Wagner-Peyser Act.

The Privacy Act (5 U.S.C. 552).

The Family Educational Rights and Privacy Act (20 U.S.C. 1232g). }

34 CFR 361.38 - protection, use, and release of personal information of Vocational Rehabilitation Services participants.

HIPAA: 45 CFR 164.500 - 164.534.

2 CFR 200.303 - regarding reasonable measures to safeguard protected personally identifiable information.

Priority of Service for Veterans

Arkansas provides veterans' priority of service as mandated by Veterans Program Letter 07-09. , "Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in Whole or in Part by the U.S. Department of Labor. Service is

provided to ensure veterans and covered persons receive consideration for all opportunities, for which they qualify. This increased focus includes the implementation of strategies and policies designed to ensure veterans and eligible persons of veterans receive the highest level of quality service within the framework of priority of service.

Arkansas requires that all Arkansas Workforce Center staff members provide priority of service to veterans and eligible persons while Disabled Veteran Outreach Program (DVOP) Specialists focus their efforts on serving veterans in most need of intensive services including disabled veterans and the targeted veteran population identified in the State Plan.

Local offices must ensure that veterans and eligible persons are served first and that this protocol is addressed in the functional alignment plans and customer flow process. If a veteran self-attests during the initial assessment by AWC staff, the veteran will be referred to a DVOP Specialist or other trained staff for the provision of intensive case management service and other services the veterans may need to meet their career goals.

Arkansas's policy for priority of service to veterans includes up to a 24 hour hold for new job orders placed in the AJL system. Local Veteran Employment Representative (LVER) staff has access to federal contractor job listings through VetCentral, which are fed into the AJL system. This access provides opportunities for priority referrals of target veterans to Federal contractors. After registration in VetCentral, the system provides automatic notifications to the veteran when a job opening occurs in their field.

Services to veterans through the Gold Card Initiative are available at the Arkansas Workforce Centers (AWC). The Gold Card Initiative provides unemployed post-9/11 era veterans with the intensive and follow-up services they need to succeed in today's job market. The Gold Card initiative is a joint effort of the Department of Labor's Employment and Training Administration (ETA) and the Veterans' Employment and Training Service (VETS).

ADWS monitors priority of service by providing guidance and reviewing policies within the Agency. The priority of service policy VPL 07-09 was disseminated through ADWS Issuance 09-08 to ensure that a written copy of the policy is available at the point of entry. All AWC's are monitored for priority of service for veterans and eligible persons using the Arkansas Joblink system 9002 series reports. Offices are monitored for visible signage informing all veterans of priority of service offered. Additionally, office managers are required to be notified if any discrepancies are found, and implementation of corrective actions are undertaken. Specific programs such as referral to Vocational Rehabilitation & Employment services through the U.S. Department of Veterans Affairs, and job developments created through partners of the workforce system are promoted to all staff to encourage the referral and application of veterans.

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

The workforce center delivery system (including one-stop center operators and the workforce delivery system partners) will comply with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. The State ensures that Arkansas Workforce Center system complies with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act of 1990 through the development and implementation of a Methods of Administration Policy that outlines all requirements of the system. Reviews are conducted annually to make sure that workforce centers meet requirements. Furthermore, training is offered at least annually to equal opportunity officers of the local workforce development boards. To demonstrate compliance with this provision, the one-stop center operators and the delivery system partners will collaborate to develop and provide periodic and new-hire staff training and system-wide support for addressing the needs of individuals with disabilities. A rotating certification review team will be established, to provide scheduled evaluation, certification and recertification of the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities and to address any compliance issues that arise.

According to the Arkansas Workforce Center Certification criteria, all Americans with Disabilities Act (ADA) compliance requirements must be met before a center is eligible to receive the Arkansas Workforce Center certification, or utilize the Arkansas Workforce Center name and logo. Both the Methods of Administration and the Arkansas Workforce Center Certification criteria are being updated to reflect changes in the WIOA law. The original Methods of Administration policy and Arkansas Workforce Center Certification policies are available online at <http://dws.arkansas.gov/AWDB/Information.htm> under the Policies and Procedures section.

Programs that apply for funding from the Arkansas Department of Career Education, Adult Education Division, have access to the resources, training, and materials available from the Arkansas Adult Learning Resource Center (AALRC). The AALRC is responsible for providing information, materials, resources, and training to local programs to assist in ensuring equitable access to and participation in those programs, including all students, teachers, and other program beneficiaries.

All local programs are required to post public notices that address non-discrimination policies regarding accessibility and participation regardless of gender, race, national origin, age, or religion, in accordance with the Civil Rights Act. In addition, local programs are required to provide on-going information to applicants, participants, beneficiaries, and other interested parties regarding the rights of people under Title II of the Americans with Disabilities Act of 1990 (ADA) and Title II applications to their particular programs, services, and activities. Methods of providing information include publication in handbooks, manuals, and enrollment and application materials that are distributed to the public to describe the local program and its

activities. Other methods include the display of informational posters in local programs and other public places and/or information broadcast on television or radio. Public notice of ADA requirements must be made available in alternative formats to meet the diverse communication needs of persons with disabilities.

Since 1995, the AALRC has specifically addressed two major barriers to program access in Arkansas. Steps taken to address barriers to access are listed below:

- Provide in-depth training about learning disabilities to all programs.
- Assist programs in complying with legal requirements as mandated by Section 504 of the Rehabilitation Act of 1973, the ADA, and the Individuals with Disabilities Education Act. Assistance includes providing information, training, and resources.
- Assist programs in coordinating with other state agencies and organizations that provide services and resources for individuals with disabilities, such as the Office for the Deaf and Hearing Impaired (ODHI), Increasing Capabilities Access Network (ICAN), and Arkansas Rehabilitation Services (ARS).
- Provide training to a variety of state agencies and organizations about learning disabilities and how to coordinate services, including screening, diagnosis, materials and resources, strategies and accommodations, and referrals. Provide training and information to all state GED examiners about requesting and receiving accommodations on the GED tests.
- Provide assistance to local programs in the administration of other tests and instructional materials with accommodations.
- Work with publishing companies to ensure test materials used in adult education and literacy programs are available in alternative formats e.g., audiocassette, Braille, large-print, etc., to accommodate students with disabilities. Also, that the tests have been field-tested and conform to test norms for adults with disabilities populations.
- Continue to coordinate training efforts with University Affiliated Programs to provide training in the ADA for local service providers.
- Create a seamless, statewide system which ensures that any adult education or literacy student with possible undiagnosed learning disabilities will have access to diagnostic assessment; that local programs providing services know how to access the statewide system; and that the system includes an agreed-to protocol regarding gender, race, national origin, color, disability, or age, to ensure equitable accessibility and participation.
- Assist local programs in the provision of instructional materials available in alternative formats, as well as assisting in the implementation of accommodated instruction for students with disabilities.
- Assist local programs in the acquisition of technology devices that assist accommodated instruction and assessment for students with disabilities.

Addressing the Accessibility of the One-Stop Delivery System for Individuals with Limited English Proficiency

The One-Stop Delivery System must meet the needs of the limited English proficient (LEP) individuals seeking services. One stop centers and system partners should provide multi-lingual

forms, brochures, and other related materials that relate to services, information, and guidance to LEP individuals. Multi-lingual materials should reflect the common or dominate language(s) locally. One stop centers should establish relationships with local businesses to provide employment referrals compatible for LEP individuals. One stop centers and system partners should establish an effective referral process to local adult education centers with English as a second language (ESL) classes to provide LEP individuals language education and other educational services, such as gaining a high school equivalency diploma and employability certificates. One stop center staff should be trained to access the appropriate materials and resources for LEP individuals. When possible and needed, an effort to hire and train bilingual staff should be made. There are ten workforce centers in the State that have bilingual staff members. Furthermore, the Arkansas Department of Workforce Services has contracts with various vendors to provide interpreter services in multiple languages. These interpreter services can be utilized by LEP individuals and staff members in any of the State's workforce centers.

IV. Coordination with Combined Plan Programs

With the passage of the Workforce Innovation and Opportunity Act of 2014, the Arkansas Department of Workforce Services, Arkansas Department of Career Education – Adult Education and Literacy and Rehabilitative Services divisions, and the Arkansas Department of Human Services – Division of Services for the Blind began meeting to discuss the implication of the new legislation and begin necessary discussions for the successful implementation of the federal law in Arkansas.

In November 2014, representatives from each of these agencies formed a WIOA Roundtable that met monthly and soon were joined by additional representatives from Registered Apprenticeship, higher education, secondary education, two- and four-year educational institutions, Carl D. Perkins secondary and post-secondary programs, Career and Technical Education, Temporary Assistance for Needy Families, human services, and elected officials to engage in discussions about integration of services provided by a multitude of service providers. This planning team established committees to focus on critical areas in WIOA implementation to include: finance, IT system integration, policy development, core performance measures, sector strategies, and the development of the state workforce development plan.

The WIOA Roundtable continues to meet monthly to discuss ways to best align programs, prevent duplication, and increase access to services for job seekers and employers. This plan was developed jointly by members of the Arkansas WIOA Roundtable.

In March 2015 and September 2015, a meeting of directors, managers, and supervisors from local workforce development boards and core partners was held and attended by more than 250 individuals from across Arkansas to talk about implementation strategies at the local level.

The Arkansas Workforce Development Board, a business led board, was formed in May 2015 and includes the directors of the core partner program agencies as members in addition to secondary education, higher education, and economic development. The goals and strategies

included in this plan are the product of many months of strategic planning and input from various sources.

In July 2015, a statewide WIOA training and strategy session was held and was attended by 500 individuals representing state and local workforce boards members, core and optional workforce partner programs, secondary and higher education, state and local economic development, community-based organizations, employers, and elected officials.

In November and December of 2015, a strategic planning session was held by the Arkansas Workforce Development Board to frame out the goals and strategies to be included in the state plan. An invitation was extended to the Arkansas Career Education and Workforce Development Board, the oversight board for the agency that administers the Adult Education and Vocational Rehabilitation Services programs, to join in the planning process to ensure that both boards were moving in the same direction as it relates to workforce development in Arkansas.

V. Common Measures

For all core programs. The Unified or Combined State Plan must include assurances that:

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;
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;
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;
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 administering 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;

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;
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);
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
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;

VI. Program-Specific Requirements for Core State Plan Programs Adult, Dislocated Worker, and Youth Programs Activities and Assurances

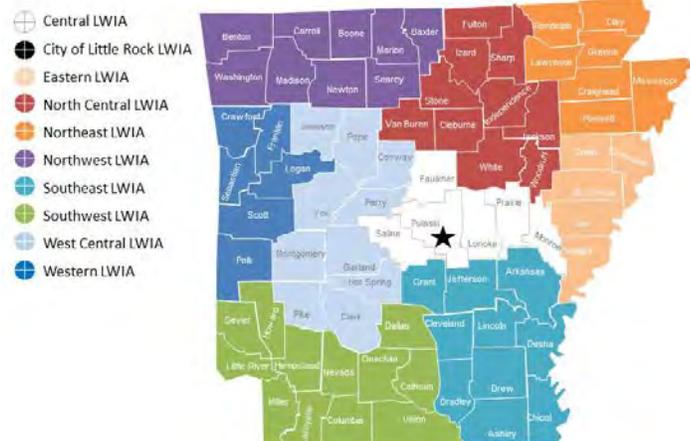
General Requirements

Regions and Local Workforce Development Areas

Local Workforce Development Areas

The State of Arkansas consists of ten local workforce development areas and nine planning regions. The local workforce development areas were selected based on infrastructure already in place under the previous federal law (Workforce Investment Act) and the alignment those areas have with local economic development planning districts. Each of the previous ten local workforce investment areas had sustained fiscal integrity as defined by the Workforce Innovation and Opportunity Act, and while only one of the

State of Arkansas
Local Workforce Development Areas



ten local areas had met 100 percent of all nine performance targets two years in a row, the local areas did meet performance within 80 percent of targets, which is the measure of success for the State as a whole.

Regions

All multi-county local workforce development areas are considered to be regions for the purposes of Workforce Innovation and Opportunity Act planning. Any local workforce development area that is smaller than two counties will be part of a region for WIOA planning purposes with the local workforce development area(s) that closely aligns with the region's economic development planning district or metropolitan statistical area. For purposes of regional planning, the City of Little Rock LWDA and the Central LWDA will be designated as a region.

Local boards and chief elected officials were consulted during the formation of both the local workforce development areas and regions. The opportunity for public comment was also provided and many chief elected officials provided positive comments in support of the structure.

Appeals

For purposes of appeal, a unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area may submit an appeal to the Arkansas Workforce Development Board under an appeal process established in the State plan. If the appeal does not result in such a designation, the Secretary of Labor, after receiving a request for review from the unit or grant recipient and on determining that the unit or grant recipient was not accorded procedural rights under the appeals process described in the State plan, may require that the area be designated as a local area. All appeals for reconsideration of local workforce development area designation should be submitted to the following address:

Arkansas Workforce Development Board
Attn: Appeal/Grievance Review
P.O. Box 2981
Little Rock, Arkansas 72202

Statewide Activities

All policies for use by local workforce development boards in administration of WIOA Title I programs and for information on statewide activity programs are posted online on the Arkansas Department of Workforce Services website at www.dws.arkansas.gov/wioa.htm.

The State intends to use the funding set aside for statewide activities for the required and allowable activities. Since Arkansas is a small state, the state set aside funding is smaller in comparison to larger states. The majority of the funding will be used for administration of the WIOA Title I grant, grants management, monitoring, support of state board activities, evaluations, technical assistance to local boards and training providers, training for case

managers, capacity building for local boards and partners, and the integration of data systems, to include intake and case management systems. Not more than twenty-five percent of the total state allotment will be reserved for Rapid Response activities. Rapid Response activities in Arkansas are administered by Arkansas Department of Workforce Services as the lead agency of the Governor's Dislocated Worker Task Force.

Rapid Response Strategies

Arkansas' Department of Workforce Services Rapid Response protocols are designed to address adverse economic and / or community impacts resulting from actual or imminent natural or man-made crisis or disaster. These protocols include close coordination and establishment of appropriate partnership arrangements with other entities and resources, including FEMA if necessitated by the situation. Protocols also dictate appropriate oversight arrangements to ensure requisite scope, design speed, monitoring and supervision of emergency operations.

As part of its Rapid Response resources, the Arkansas Department of Workforce Services maintains a fleet of Mobile Workforce Centers consisting of three RV style vehicles and two 5th wheel trailers which are supported by a 2008 Ford F-350 Pickup. The Mobile Centers contain multiple computer stations (with full internet connectivity), public announcement systems, printers, copiers and fax machines. These units are also equipped with televisions, DVD/VCR players, Smart-boards, JAWS (Jobs Application with Speech) software for visually impaired job seekers and are handicap accessible. These units supplement local office resources, support opportunity and job fairs, promote employer hiring initiatives and facilitate numerous training endeavors designed to assist job seekers across the state. Additionally, the Mobile Centers have been utilized for Rapid Response Worker Transition Centers. The Mobile Workforce Centers have become very popular at various Community Outreach events and have been deployed several times to aid in disaster response initiatives both in Arkansas and in neighboring states. These units have been identified as an asset for natural disaster response by the State Arkansas Department of Emergency Management (ADEM).

Arkansas' Rapid Response protocols and the partnership with the Trade Adjustment Assistance (TAA) Program have been recognized by Department of Labor. Leadership from these Programs was requested to present identified "Best Practices" at a Joint Trade Roundtable hosted by DOL Regions IV and VI.

- If there is the slightest possibility that reduction in workforce is trade affected the necessary info is gathered by Rapid Response personnel and a petition is submitted to the DOL;
- Once DOL issues a petition number Rapid Response notifies the Company representatives and TAA staff;
- Petition progress is monitored by both Rapid Response and Trade Program staff on the DOL website;
- Upon Certification, If the Company is unwilling or unable to provide a workers list then UI data is engaged to establish eligibility for workers;

- Trade Program staff prepares Eligibility Letters which are mailed to every client listed on the workers list (workers list vetted through Rapid Response). Notices of Eligibility may also be placed in local newspapers of general circulation;
- TAA Information Sessions are scheduled and invitation letters are mailed to eligible clients. The purpose of these Information Sessions is to meet with the dislocated workers and convey information about the benefits for which they may be eligible along with important timelines and information on other supportive services that may be available to them.

Arkansas' Rapid Response will continue to utilize its allocated funding to provide services to all companies experiencing a workforce reduction and affected workers including those for whom a Trade Petition is filed with the U.S. DOL. These services include Worker Assistance Workshops, Transition Assistance, Referral Services and Trade Petition preparation and submission. During the DOL's investigation process, Rapid Response serves as the primary point of contact pending certification, at which time Trade Program staff are engaged and continue to partner with Rapid Response staff to facilitate provision of services to identified workers.

ADWS' Rapid Response Unit developed and maintains a Rapid Response Tracking System (RRTS) which is used by Agency personnel to monitor and track all dislocation events including certification status of Companies for whom a Trade Petition was submitted to the U.S. Department of Labor.

Adult and Dislocated Worker Program Requirements

Work-Based Training Models

Through the use of work-based training models, training objectives will be aligned with employer goals in such a way that when the participant meets objectives, they will also be meeting the employer goals. This process will begin with new employee orientation training where participants will learn workplace ethics and acquire soft skills training. While doing work-based training, participants will be introduced to new production models and technologies. The state will also strengthen partnerships with Registered Apprenticeship systems to help job seekers immediately start working and increase their work literacy and earnings.

Registered Apprenticeship

The Arkansas Department of Workforce Services (ADWS) has a strong partnership with Registered Apprenticeship and consistently includes Registered Apprenticeship training as a training option in discretionary grant proposals and encourages local workforce development boards to utilize this training strategy. The Arkansas Department of Workforce Services is working with the U.S. Department of Labor, leaders from the Arkansas Apprenticeship Steering Committee, the Arkansas Apprenticeship Coalition, and local workforce development boards to establish a procedure for enrolling WIOA Title I participants in Registered Apprenticeship

training and supporting the apprentice through training fees and supportive services for up to one year.

Information on Registered Apprenticeship is shared with dislocated workers that attend information sessions while preparing for or recovering from a layoff. Trade Adjustment Assistance (TAA) staff routinely notify TAA eligible clients of the option to pursue Registered Apprenticeship as a viable training option. Registered Apprenticeships are presented to clients as a training option at both the TAA Information Sessions and during one-on-one assessments. If a client expresses interest in an Apprenticeship program, they are referred to the Arkansas Apprenticeship Coalition (AAC) to determine what fields of study that may be available.

The partnership between the Workforce system and Registered Apprenticeship programs will increase options for both youth and adults. Registered Apprenticeships provide youth with career pathways and a credential. Adults and Dislocated Workers increase their earnings, skill sets and will receive training in a high demand industry. Apprentices in Arkansas Registered Apprenticeships are co-enrolled in Title-1 programs, when appropriate. ITAs and supportive services will be provided as wrap around support to participants in Registered Apprenticeships. OJT contracts may be written with registered apprenticeship providers for the training portion of the program. Registered Apprenticeship program, OJT contracts must follow the State and local policies on OJT and depending on the length of the program, these funds may cover some or all of the registered apprenticeship training. Attainment of a credential, employment, retention of employment and wages of apprentices will be counted in performance measures for those who meet program eligibility requirements.

Training Provider Eligibility Procedure

To be included on the Eligible Training Provider List (ETPL), providers must submit an online application to the Local Workforce Development Board (LWDB) for the area where they wish to provide training services. A separate electronic application must be submitted for each training program, and the training program must be on the current *Projected Employment Opportunities List*. Application can be made online through the Arkansas Consumer Report System. The Arkansas Consumer Report System, or ACRS for short, is an interactive web site that contains a comprehensive listing of training providers and programs within the State of Arkansas. However, ACRS is best known as the web site that houses the WIOA Eligible Training Provider List (ETPL). This list is a subset of providers and programs that have been certified by Local Workforce Development Boards (LDBs) as eligible providers of training under the Workforce Innovation and Opportunity Act. Through this website, training providers who wish to be included on the ETPL can submit an electronic application and LDBs can evaluate the applications.

Providers who may apply to be included on the ETPL include:

- An institution of higher education that provides a program that leads to a recognized postsecondary credential;

- Another public or private provider of a program of training services, which may include joint labor-management organizations, and eligible providers of adult education and literacy activities, if such activities are provided in combination with occupational skills training. These providers must have all appropriate licenses to operate in the State of Arkansas and will be required to submit copies of such licenses. The information will then be verified by the Arkansas Department of Workforce Services (ADWS).
- An entity that carries out programs under the National Apprenticeship Act will be included and maintained on the ETPL for so long as their program remains registered. These providers will be required to contact ADWS to make known their desire to be listed and provide documentation that verifies their program is a registered apprenticeship program certified by the U.S. Department of Labor, Office of Apprenticeship.

The procedures for initial and continued eligibility for the Eligible Training Provider List are available online at www.dws.arkansas.gov/wioa.htm.

As of July 1, 2015, the TAA program for the State of Arkansas utilizes the WIOA Eligible Training Provider (ETP) List for enrollment of TAA participants in training in demand occupations.

Priority Assistance for Special Populations

The requirements of priority of service that apply to adult recipients of public assistance, other low-income individuals and individuals who are basic skills deficient as described in WIOA 3(5)(B) will be included in a directive to the local workforce development boards. The state management information system (MIS) will be utilized to identify adults who have been designated as meeting this definition. Specific allowable documentation to be stored in the case manager's participant folder will be itemized and communicated to the local boards, and will be reviewed during regular monitoring visits.

Transfer of Funding Between Adult and Dislocated Worker Programs

A local board may transfer, up to and including 100 percent of the funds allocated to the local area for a fiscal year between the adult employment and training activities and the dislocated worker employment and training activities. Under the Workforce Investment Act, the State had a waiver that increased the level of transfer between the adult and dislocated worker funding streams. The waiver provided greater flexibility in the design of local area adult and dislocated worker service delivery plans and enhanced the ability of local boards to respond to changing workforce and economic dynamics. Local boards were able to provide targeted assistance in response to customer needs. The vast majority of requests to transfer funds was from dislocated worker funds to the adult funding stream because a large number of dislocated workers qualify for training under the Trade Adjustment Assistance program. The ability to transfer funds enables local areas to serve more adults that were not trade impacted.

Youth Program Requirements

Awarding Grants for Youth Workforce Development

Arkansas' strategy for providing comprehensive services for youth calls for a collaborative approach with local boards to prepare youth for success in a global, demand-driven economy. The state will issue policy guidance regarding the competitive subgrant award process for youth workforce investment activities. In an effort to meet the needs specific to the local area, local boards will develop a process of review to determine if providers are able to meet performance accountability measures based on the criteria below. Consequently, State monitors will review local area polices and processes so as to ensure compliance.

1. Vision, Mission and Philosophy
2. Management Plan
3. Financial Plan
4. Employer Services
5. Individual Customers
6. Marketing
7. Partner Coordination Service Plan
8. Site/Location Plan
9. Organizational Qualifications
10. Performance/Experience
11. Anticipated Program Deliverables
12. Anticipated Program Outcomes
13. Budget Procedures

Youth Program Elements

A state issued directive listing the fourteen elements will require that all are made available to individuals in each local area. During their regular visits state monitors will review local policies, participant folders, conduct interviews with participants and staff, and review literature containing information relating to available services.

Youth Requiring Additional Assistance

The definition and requirements for the youth additional assistance high risk category are specific to the local area. A state issued directive will require each local area to establish a policy that is specific to their area of service that applies to the predominant population of youth within their service boundaries.

State Law Definition of Not Attending School

Mandatory school attendance is required for individuals between the age of five and seventeen. The statute requires enrollment in an approved school including private, public, parochial or home school that meets the requirements for legal operation. The individual must attend school each day the school is open unless:

- The child has received a high school diploma or its equivalent,
- A child sixteen years of age or older who is enrolled in a post-secondary vocational-technical institution, a community college, or two-year or four-year institution of higher education, or
- Any child sixteen years of age or older who is enrolled in an adult education program.

A specific definition for “not attending school” is not available other than an individual who does not comply with the above.

Basic Skills Deficient Definition

The state definition of basic skills aligns with the definition at WIOA 3(5)(B) and is used in conjunction with the priority categories for adult eligibility to receive individualized career services and/or training services. Additionally out-of-school youth who have attained a secondary diploma and are low-income must also be basic skills deficient or an English language learner.

Waiver Requests

The State of Arkansas requests approval of three waiver requests, which are included in the appendices to this plan.

- 1) Waiver Request to allow the Credential Attainment Rate to be considered a baseline indicator for the first two years of the plan to allow the WIOA Title I youth, adult, dislocated worker programs, Adult Education, and Vocational Rehabilitation to gather data on credential attainment of participants and establish a baseline for negotiation of performance targets in program year 2018.
- 2) Waiver Request to allow the Measurable Skill Gains Rate to be considered a baseline indicator for the first two years of the plan to allow the Vocational Rehabilitation to gather data on measurable skills gains of participants and establish a baseline for negotiation of performance targets in program year 2018.
- 3) Waiver Request to allow the Arkansas Career Readiness Certificate program and the Workforce Alliance for Growth in the Economy (WAGE) program completion of curriculum and certification to be counted as a credential for the purposes of calculating the Credential Attainment rate.

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 or basic skills deficient;

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;
3. The State has 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;
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);
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;
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;
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);
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;
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;
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

Wagner-Peyser Act Program

Employment Service Professional Staff Development

The state will use professional development activities for Employment Services staff such as targeted training activities to cross-train in specific program areas (Veterans and Workforce Innovation and Opportunity Act (WIOA), Unemployment Insurance) to ensure staff is able to provide quality services to both job seekers and employers. These training activities will enable staff to assist job seekers with knowing and improving their skills, obtaining the best job

possible, and progressing in a career pathway. Staff will be provided with the required information about programs and hear a consistent message regarding expected levels of performance, service delivery and service quality. Training will be provided throughout the state to promote consistency.

In contrast to most states, Arkansas continues to maintain unemployment insurance staff members in each of the State's workforce centers. The continuing presence of unemployment insurance staff members in local workforce centers enables ADWS to be poised to provide in-depth assistance to UI claimants and its workforce partners. UI Administration will continue to utilize the UI Technical Unit to provide staff training to unemployment insurance staff. UI Technical will provide necessary training to Employment Services and WIOA staff concerning general concepts related to the unemployment insurance program and potential issue identification.

Assisting Unemployment Insurance Claimants

The presence of UI staff in all of ADWS' local offices will significantly lessen the need to rely on Employment Service and WIOA staff to provide information and meaningful assistance to individuals seeking to file unemployment compensation claims through the one-stop centers. However, UI Technical will provide basic training to Employment Services and WIOA staff to enable them to provide basic information and meaningful assistance to UI claimants. Furthermore, the interconnectivity of the electronic interface that exists between the UI data system and the WP data system enable the immediate registration of UI claimants to register and apply for jobs through the Arkansas JobLink system.

Reemployment Assistance to UI Claimants

The Arkansas Reemployment Services (RES) program uses claimant demographic data to mathematically identify Unemployment Insurance (UI) claimants that are most at risk of exhausting benefits before finding employment. The Department of Workforce Services, through the Arkansas Workforce Centers, provides additional assistance to these participants, and requires completion of a job search workshop to maintain their UI benefits. The goal of the program is to keep these claimants from exhausting their benefits before they move on to gainful employment.

A job search workshop that lasts four to six hours is held once a month in each of the workforce centers that handle unemployment insurance claims. The workshop provides:

- An orientation to the Arkansas Workforce Center system
- Partner Program Information
- An overview of program requirements
- Labor market information
- Career Readiness Certification information
- Job search assistance

- Proper resume and application preparation
- Interviewing skills information

Reemployment Services and Eligibility Assessment (RESEA) Program

The RESEA program enhances the current RES process by removing barriers to employment for those receiving UI benefits, including transitioning veterans receiving UI compensation for ex-service members to assist them in reentering the workforce more quickly. The RESEA program requires additional services for selected claimants to maintain benefits including the Career Readiness Certificate, an occupational skills assessment and an individual reemployment plan contract.

The goal of the RESEA program is not only to keep claimants from exhausting their benefits before moving on to employment, but also to reduce the number of weeks claimed and to reduce the total benefits paid to result in a new savings for the Unemployment Insurance Trust Fund.

Additional requirements for the RESEA program include:

- One-on-one assessment appointments to assist with
 - Resume creation and review
 - Job search techniques
 - Proper application completion
 - Interview skills and techniques
- Basic skills testing utilizing Career Ready 101 online curriculum as a first step to obtain a Career Readiness Certificate

Presently we have 5 RESEA locations throughout the state.

Communication between Wagner-Peyser and Unemployment Insurance

Currently claimants who file initial, additional or reopened claims for unemployment insurance benefits through ADWS' EZARC system simultaneously create registrations through the Arkansas Job Link "AJL" system. Once registered, job seekers have access to all of the online features, such as searching for jobs, identifying employment occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their resume, and having the resume viewable by employers registered in the system.

Per Ark. Code Ann. 11-10-507 and Regulation 14, claimants who file initial, additional or reopened claims for unemployment insurance benefits through ADWS' EZARC system simultaneously create registrations through the Arkansas Job Link "AJL" system. The filing of an initial, additional or reopened claim for unemployment insurance benefits through ADWS' EZARC system creates a unique "AJL" registration for all applicants. These registrations are then monitored and utilized by Employment Service staff to provide job finding and placement services.

UI claimants must submit weekly certifications through ArkNet (Internet) or via ArkLine (Telephone) that they satisfied the continuing eligibility requirements of the unemployment

insurance program. Those requirements are: continue to be totally unemployed or working part-time; able to work; available for work; and actively seeking work as demonstrated by contacting a specific number of employers each week based on their labor market. Claimants who fail to meet all of the eligibility requirements are referred to unemployment insurance staff members for further analysis and if applicable, to adjudication staff. UI Technical staff will provide necessary training to Employment Services and WIOA staff concerning general concepts related to the unemployment insurance program and potential issue identification.

Currently job seekers are provided information on the Wagner-Peyser services available at the Workforce centers. Customers needing further information about training are referred to register in the Arkansas JobLink system to begin self-service activities by using resources such as computers and phones to conduct job searches, create a resume, and respond to employment opportunities through Arkansas JobLink system. Job seekers can manage their UI claim through the ArkNet website. In addition, to self-service options, claimants can also receive staff-assisted services, such as job search workshops, assistance with access and navigating the Arkansas JobLink system, referral to veteran services, and referral to education, and training.

Agricultural Outreach Plan

Assessment of Need

Assessment of Agricultural Activity in the State

The main agricultural crops in Arkansas are rice, cotton, soybeans, corn and sweet potatoes, with an estimated projected harvest of over six million acres that will be harvested in program year 2016. These are seasonal jobs requiring over two thousand migrant and seasonal workers to cultivate, plant, till and harvest these crops. Because of the lack of domestic labor willing and able to do these long and hard jobs outdoors in all kinds of weather, the majority of these seasonal workers are foreign born workers entering the country on H2-A Visas (temporary agriculture) and most of the returning workers are coming from Mexico and a few are traveling from South Africa. Free housing is included for these workers and any domestic worker than is unable to return to his/her home each day. Farming is always a gamble no matter where it is in the United States. Excessive rain or heat or drought can make or break the farm owners' bottom line.

Assessment of the Unique Needs of Farmworkers

Although there are estimated to be fewer than 500 migrant and seasonal farmworkers (MSFWs) in the state at any time, the overall majority of H2-A workers enter from Mexico, and Spanish is the native language spoken. Over 120 new jobs are entered into the Arkansas JobLink system each year requesting roughly 2,000 workers for the work needed in the coming year.

Outreach Activities

Outreach to Farmworkers

The Arkansas Department of Workforce Services has a cooperative agreement with the Arkansas Human Development Corporation (AHDC), a National Farmworker Jobs Program (NFJP) grantee, which is co-located in several Arkansas Workforce Centers. Through this partnership, efforts continue to be made to make outreach contacts with migrant and seasonal farmworkers to assist with training for anyone wishing to break the farming cycle.

Technical Assistance to Outreach Workers

AHDC has a full staff available for assisting outreach workers and attend national training conferences each year for important updates provided by the U.S. Department of Labor and other agencies.

Outreach Worker Training and Awareness Across Core Programs

AHDC is available for training in all local offices and farming communities across the state. Furthermore, information is relayed to local office managers at their meetings throughout the year to ensure that staff are aware of the services. Through the implementation of WIOA in Arkansas, core partners will be educated on the Migrant and Seasonal Farmworker services available through the Arkansas Workforce Centers.

Professional Development for Merit Staff

The State Monitor Advocate attends several training and professional seminars and conferences each year for important DOL updates.

Coordinating Outreach with National Farmworker Job Program Grantees

The State Monitor Advocate usually attends many of the same conferences that AHDC staff attends. The State Monitor Advocate is also an active Board Member of AHDC.

Services Provided to Farmworkers and Agricultural Employers

Employment and Training Services

Through the Arkansas Job Link (AJL) job matching system, agricultural jobs are listed statewide and are available to all jobseekers in the state as well as out of state by creating an account and searching for suitable employment. An AJL employer account provides the ability to post job openings, search resumes for qualified employees, receive emails on new jobseeker resumes and receive assistance listing the agricultural job opening. ADWS will provide agricultural employers with applicants who meet the job-related selection criteria established by the employers.

This year's objectives are: to increase the percentage of referrals to agricultural employers; to increase the percentage of agricultural openings filled; to enhance employer/worker job match

through the interstate clearance process. ADWS will participate in meetings and conferences of agricultural employers and inform them of employment services and the agricultural recruitment system. Nearly 287,000 Arkansas workers, or 20% of the state's jobs, were employed as a result of agriculture production and processing, receiving \$8.9 billion in wages and salaries – about 19% of the state's total employee income. The farms in Arkansas are highly mechanized and few require a significant number of manual laborers. Although Arkansas has a relatively large number of farmworkers, many of them are job attached and work year after year for the same employers. They are usually on lay-off during the winter months and return to work in the spring.

Marketing Employment Services

The Monitor Advocate keeps posters and updated literature available for all of the Arkansas Workforce Centers in the state.

Marketing the Agricultural Recruitment System

The State Monitor Advocate receives training from the Regional and National Monitor Advocates regarding the Agricultural Recruitment System and how it is used to assist employers get domestic labor prior to the introduction of H2-A worker requests.

Other Requirements

Collaboration

Arkansas will continue its collaborative agreement with the Arkansas Human Development Corporation and other agencies in the state, such as the Arkansas Farm Bureau, OSHA, Wage & Hour and the Office of Foreign Labor Certification.

Review and Public Comment of the AOP

The WIOA Section 402 Program Operator has reviewed the state Agricultural Service Plan and AHDC, State and Federal Departments of Labor, Wage and Hour, OSHA, and the Southern Migrant Legal Services will all be given the opportunity to comment on the State AOP. ADWS will coordinate activities with AHDC, State and Federal Departments of Labor, Wage and Hour, OSHA, Migrant Education, and other organizations to gain and share information, which should enhance ADWS's ability to more effectively provide technical assistance to employers. To provide for an effective labor exchange service delivery system for agricultural communities across the state, the Monitor Advocate will develop strategies to enhance and measure employment services provided through One-Stop centers. Activities will include assessing the needs of agricultural employers and job seekers, providing outreach services to inform customers of services being provided through One-Stop centers, and developing customer orientations on the use of electronic self- assistance tools in the One-Stop resource centers. .

In accordance with 20 CFR Subpart B, 653.107(d)(1), (2), and (3), Commerce has given the opportunity to SER Corporation, WIA Section 167 grantee, Local Workforce Investment Boards, appropriate MSFW groups, public agencies, and other interested organizations to comment on this Agricultural Services Plan.

Data Assessment

Arkansas expects to meet at least four of the five MSFW service equity indicators. The counseling indicator is the possible exception. Due to decreased funding levels and the elimination of trained counselors in the local offices, ADWS is not able to assure a significant amount of counseling. ADWS believes that by using veteran representatives with counseling experience in the local offices to identify MSFW veterans, it will make an improvement in the level of counseling effort to MSFWs. This also will increase the other four indicators.

Assessment of Progress

The State Monitor Advocate has met with all of the local office managers to continually advise and inform them and their staff on any new issues or regulations that are relevant to service to farmworkers and their families in Arkansas.

State Monitor Advocate Involvement

The State Monitor Advocate has reviewed and approved the Wagner-Peyser Plan of Service to be delivered by the Arkansas Department of Workforce Services for MSFWs.

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));
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;
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; and
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

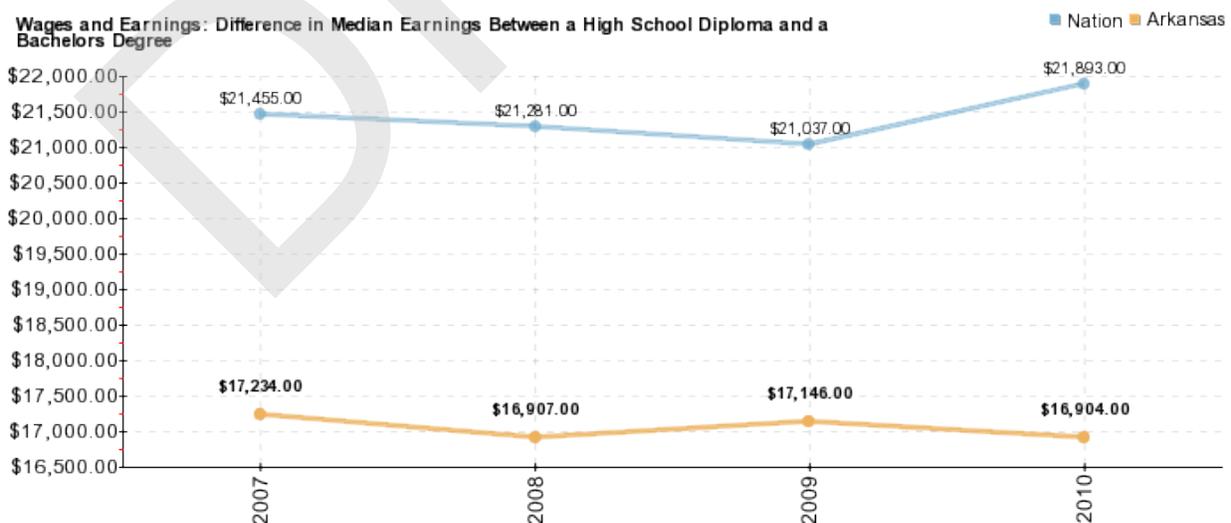
Adult Basic Education and Literacy Programs

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 will, by July 1, 2016, align 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 Arkansas Department of Career Education, Adult Education Division (ADCE-AED) is committed to addressing the education and skill needs of the workforce. The mission of the division is to provide adult learners with the mechanisms needed to improve the quality of their lives by assisting them in improving basic academic and English skills, attaining an Arkansas High School equivalency diploma, and preparing them for the workforce. According to the U.S. Census in 2014, Arkansas has an estimated population of 2,966,369 which ranked thirty-second in the country. The per capita income is \$22,170. The number of adults between the ages of 18 to 64 without a high school diploma is 533,946 or 18% of the population (US Census Bureau, 2010).

According to the National Information Center for Higher Education Policymaking and Analysis, a person with a high school diploma can earn about \$1.2 million over the course of a lifetime. If a person earns a bachelor’s degree, the lifetime earning can increase to \$2.1 million. The average annual salary of a person with a high school diploma is about \$30,400. For those without a high school diploma, the annual salary drops to about \$23,400. A person with a bachelor’s degree earns an annual salary of about \$52,000. In Arkansas, the annual salary for those with a high school diploma is about \$27,431. For those without a high school diploma, the annual salary drops to \$22,352. A person with a bachelor’s degree earns an annual salary of \$44,335 per year. The difference in salary between those without a high school diploma and those who have a bachelor’s degree is 50%. There is a direct correlation between the amount of money a person may earn and the level of education. In order to move Arkansans forward and help individuals earn a living wage, education has to be a key component in this process.



Adult education services include business and industry specific workplace education programs that are based on literacy task analyses performed by trained local adult education personnel and basic educational skills classes provided at the workplace.

The Arkansas Department of Career Education, Adult Education Division (ADCE-AED) adopted the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE)'s College and Career Readiness (CCR) Standards for Adult Education developed by Susan Pimentel. A task force was created to focus on the CCR standards and the updated high school equivalency test, the computer based GED® assessment. The Task Force was comprised of program directors, resource center personnel, teachers and state staff. On May 22, July 10, and July 11, 2014, the task force met and developed a plan to assist teachers in meeting CCR Standards. The framework was sent out to the field in draft mode on October 16, 2014. The CCR standards were implemented along with Common Core, which is the state standard that has been adopted by the Arkansas Department of Education for K-12 schools by the end of the 2013-2014 program year.

The process of the state's adoption of adopting the CCR with common core included forming a task force and scheduling meetings twice a month to discuss the research and progress towards a framework that could be used statewide. The CCR standards were studied as well as the Common Core State Standards that have been adopted by the Arkansas Department of Education, for k-12 schools. The taskforce consisted of approximately 18 people, which included five state staff members, two professional development members, four adult education directors and seven adult education teachers. Various task force members researched frameworks and curriculum guides created by other states to find the best practices. Some of the Common Core Standards from other states examined included Kentucky, New York, Georgia and Florida. Each CCR standard was examined closely and the committee held a two-day "retreat" where activities and resources were aligned with each standard. Task force members searched through online and printed curriculum to provide examples of each of the skills that students needed to master at each level. The task force decided to address sample activities and the framework for grade levels 6.0 – 12.9 during the initial phase of this project. Once the framework was completed, the task force set a date for the lower levels to be completed after the document was sent out to all of the programs in the state so that teachers could begin using the tool and provide feedback.

Leadership funds were used to support the task force meetings and included webinars, conference calls, and face to face meetings. State office technical assistance was also provided to support the project and include site visits, conference calls, and regional trainings. The framework was presented as a break-out session at the State's Spring Administrators' Meeting and the Arkansas Association of Continuing Adult Education Conference. Participants were given the opportunity to provide additional input.

Lastly, the Arkansas Adult Learning Resource Center (AALRC), the state's professional development training center, was created to provide a source for identification, evaluation, and dissemination of materials and information to adult education/literacy programs. Several

workshops were held such as Career & College Readiness Mathematics, Language Arts, Integrating Technology in the Classroom, and Regional GED® trainings to help prepare teachers to teach to a more rigorous curriculum.

(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 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.

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.

(b) Funding is awarded to local adult education/literacy providers through a competitive grant process based on literacy rate and the core indicators of performance as outlined in Title II of the WIOA law. State funds are allocated annually using a predetermined formula approved by the State Board of Career Education and Workforce Development and included in the department's appropriation law. Federal funds are allocated using a competitive process. Applications will be competitive, open, and available to all eligible applicants. Grants/contracts are awarded for one year, with two one-year renewals based on performance and available funding.

Not less than 95% of federal funds shall be expended for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5%, shall be used for planning,

administration (including carrying out the requirements of section 116), professional development, and the activities described in WIOA paragraphs (3) and (5) of section 232. The Arkansas Department of Career Education, Adult Education Division will coordinate services with state and local agencies to leverage funds and services to maximize the effectiveness of such resources and expand the participation of business and industry along with individuals in the statewide workforce development system.

The Department of Career Education, Adult Education Division shall use funds made available under section 222(a)(2) to eligible providers (Section 231 of WIOA) for the following 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

I. *Applications*—Title II of the Workforce Innovation an Opportunity Act (WIOA) of 2014 (Public Law 113-128) Sections 223, 225, 231, 232:

Each eligible provider desiring a grant or contract shall submit Request for Proposal (RFP) application to the Department of Career Education, Adult Education Division containing support information and assurances that will include the following:

- (1) a description of how funds awarded under this title will be spent consistent with the requirements of this title;
- (2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- (3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
- (4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
- (5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
- (6) a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
- (7) information that addresses the considerations described under section 231(e), as applicable.

II. *Grant Process*

Adult Education Division will run a classified advertisement in a statewide newspaper of record for three consecutive days, including the weekend, notifying the public of the availability of federal funds and providing information on how to apply. This information and the Request for Proposal (RFP) application will also be posted on the Department of Finance and Administration's website (www.dfa.arkansas.gov) as well as the Department of Career Education's website (www.ace.arkansas.gov). Individuals may also request an application by mail or e-mail by sending a written request to 3 Capitol Mall Little Rock, AR 72202 or AdultEd@arkansas.gov.

Any eligible provider submitting a completed application for any adult education funding by the due date will be considered for funding.

III. *Evaluation of Applications*—Section 231 (e) (1-13)

Each eligible provider submitting a completed Request for Proposal (RFP) Application by the due date specified by the ADCE-AED will be evaluated using a rubric. In cases where a program's past performance is low, a meeting with the evaluation committee may be required. The purpose of the meeting will be to discuss the eligible provider's proposal and past performance and to determine whether the candidate would be a viable applicant for funds. Goals may be negotiated and educational benchmarks may be established for the provider's program before any funding is awarded.

In awarding grants or contracts under this section, an applicant must meet the following 13 considerations in order to be considered for funding:

- (1) the degree to which the eligible provider would be responsive to—
 - (A) regional needs as identified in the local plan under section 108; and
 - (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—
 - (i) who have low levels of literacy skills; or
 - (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
- (5) whether the eligible provider's program—
 - (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - (B) uses instructional practices that include the essential components of reading instruction;
- (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are

based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

(7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

(8) whether 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;

(9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

(10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

(11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and

(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

The state may implement an adult education rule or policy that is not a federal requirement; however, it must clearly identify it as a State or outlying area requirement.

(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:

Adult education and literacy activities;

Special education, as determined by the eligible agency;

Secondary school credit;

Integrated education and training;

Career pathways;

Concurrent enrollment;

Peer tutoring; and

Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

(c) From funds made available under section 225 of WIOA, Arkansas Department of Career Education, Adult Education Division (ADCE-AED) will carry out the education of criminal offenders within correctional institutions by offering adult basic education, special education, integrated education and training, English literacy, peer tutoring, career pathways, re-entry initiatives and secondary level or High School Equivalency Diploma preparation programs. Funds are available under section 222 (a) (1) of the WIOA for a fiscal year. The Arkansas Department of Career Education shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 20 percent of such amount shall be available to carry out section 225.

A correctional institution includes any prison; jail; reformatory; work farm; detention center; halfway house; community-based rehabilitation center; or any other similar institution designed for confinement or rehabilitation of criminal offenders. A criminal offender is any individual who is charged with or convicted of any criminal offense.

For programs serving criminal offenders in a correctional institution, priority is given to serving individuals who are likely to leave these institutions within five years of participation in the program. Eligible providers who offer classes for incarcerated adults must consult with facility staff about expected release dates of potential students to assess eligibility and to determine class locations. Programs are asked to address this requirement in their applications, and the Adult Education Division monitors compliance.

Each eligible correctional institution seeking funds submits an application responding to the requirements of the ADCE-AED. Allocation of the available funds is based on each eligible correctional institution's enrollment and performance.

In addition to any reports required by Adult Education, each eligible correctional institution receiving funds under this section shall annually prepare and submit a report of progress. Reports of progress shall include, but not limited to, activities carried out under this section, relative rate of recidivism, enrollment, educational gains and/or High School Equivalency outcomes, employment (sustainable wage) and employment retention (length of employment).

(d) Integrated English Literacy and Civics Education Program. 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.

The Arkansas Department of Career Education, Adult Education Division (ADCE-AED) will establish and operate Integrated English Literacy and Civics Education under Section 243 of WIOA to meet the language and employment needs of adult English language learners (ELLs), including professionals with degrees and/or credentials from their native country. IEL/CE programs will provide English language instruction within a content-based Civics curriculum

based on topics and guidelines provided by the US Citizenship and Immigration Services (UCIS) as well as OCTAE's Civics Education. In addition to English language instruction, workforce skills will be emphasized and integrated. Workforce skills include soft skill development; industry recognized credentials; and, training opportunities, such as apprenticeships and national programs such as Accelerated Opportunity. In addition to partnerships with workforce agencies, employers and vocational training service providers will be fostered by local programs. The IEL/CE content and activities are aimed to be delivered through effective practices that enable ELLs to increase their English language proficiency in reading, writing, speaking, and listening in combination with civics and workforce education in order to better understand and navigate governmental, educational, and workplace systems and key American institutions.

Describe how the State will fund, in accordance with the requirements of Title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

In accordance with the requirements of Title II, programs requesting IEL/CE grant-based funds is based on a local program's ELL enrolled population; ELL enrolled population growth; and, performance in educational gains and outcomes. Programs requesting funds will complete a Request for Proposal (RFP) that includes a budget and narrative describing the program's plans for funds; the ELL population enrolled for the previous fiscal year; and, actual or anticipated ELL population growth based on the Department of Labor statistics. Each RFP will be evaluated based on a rubric provided by the state.

Programs that receive IEL/Civics Education grant funds must complete an annual report that includes the number of students served with funds (both ESL and ABE/ASE) and the lessons and materials used in the following areas:

- *US History and government
- *Agency Partnerships and Business & Industry
- *Language instruction
- *Rights and Responsibilities of citizenship
- *Civic participation
- *Naturalization procedures
- *Employability skills

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

IEL/CE program will be delivered in combination with integrated education and training activities through Career Pathways, including partnerships with business and industry and other educational institutions, and language instruction to address local needs. Partnerships provide opportunity for students to participate in employment training through accelerated opportunities, internships, and apprenticeships. IEL/CE programs can actively and specifically engage students by hosting guest speakers from and organizing field trips to local agencies and businesses as well as guiding students through language, civic, and employment education.

Describe how the program is 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.

In order to prepare and place adult ELL in employment and integrate with the local workforce, IEL/CE courses must provide content-based and integrated instruction on topics proposed by UCIS, local workforce/employer needs and requests as well as ELL needs within Arkansas. Programs are highly encouraged to involve students in activities. The topics are as follows:

1. *English Language Instruction*

Reading

Writing

Listening

Speaking

2. *Civics Activities*

4 Pillars of Civics:

Naturalization & Citizenship

Civic Participation

US History

Government

3. *Workforce Training*

Soft Skills: Completing Employment Applications, Interview Techniques, Computer Literacy, Workplace Culture

Employability Certificates: CRC, WAGE™

Training Programs: Accelerated Opportunity, Apprenticeships, Employer requested Training

In addition to classroom instruction, programs are encouraged to involve students in activities supported by IEL/CE funds, such as field trips to civic or historic related venues; guest speakers to expand and enhance classroom instruction; and, organized visits to local workplaces.

Along with explicit content-based classroom instruction, partnerships with other agencies, such as Department of Workforce Services (DWS) and Arkansas Rehabilitation Services (ARS), as well as Business and Industry should aim for ELLs to obtain, retain, and/or upgrade employment. Workforce training should be developed based on student and local employment needs. These may include, but are not limited to, soft skill development internships, apprenticeships, or employer on-site training for employment and language skills.

The State has developed a prescribed list of topics and objectives based on UCIS guidelines and suggestions for Civics Education. Employment was added to be in accordance with WIOA guidelines regarding IEL/CE. Programs that are supported with IEL/CE grant funds should cover the following topics and objectives. Programs are encouraged to add or further develop these topics and objectives.

<i>Topic</i>	<i>Objective</i>
Consumer Economics	Banking/Finance: types of accounts, budgeting, check cashing, paychecks, taxes Consumer Rights: filing complaints Housing: types of housing, lease/rent, housing assistance, tenant rights, utility providers

Community Resources	<p>Advocacy: civic- oriented organizations, community issues</p> <p>Directory: career services, important places and services available in the city, county, state, and national level (library, city hall, DMV)</p> <p>Education: post-secondary institutions, K-12 school system, parent involvement, organizations, job work training opportunities</p> <p>Family: childcare, parenting, senior services, family activities and resources in the community</p> <p>Immigrant Resources: rights, organizations, and services</p> <p>Safety/Security: emergency services, personal safety, household safety, victim rights, workplace safety</p>
Health	<p>Emergencies: emergency services, procedures</p> <p>Healthcare: nutrition, resources, providers, cost, insurance, drugstores, pharmacies, mental illness, substance abuse, patient rights</p>
Employment	<p>Employment Services: career centers, DWS, requirements, certifications/licenses, WAGE™</p> <p>Workplace Skills: job applications and interviews, job training programs, , workplace culture, computer skills</p> <p>Rights: worker rights, safety</p>
Government and Law	<p>Citizenship Preparation: structure and role of government on local, state, and federal levels, voting laws and rights</p> <p>Enforcement: role of police, how to speak and behave when interacting with police</p> <p>Identifications: obtaining a driver’s license, state identification, permanent resident card</p> <p>Laws: domestic violence laws. child abuse laws, right to a lawyer</p>

(e) **State Leadership.** Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Department of Career Education, Adult Education Division will use no more than 12.5% of federal funds for the following adult education and literacy activities to develop or enhance the adult education system of the state:

(A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

(A) Response: The Adult Education Division has either met or is in the process of meeting the requirements of Section 223 of WIOA and funds will be used accordingly. The Adult Education Division continues to have monthly meetings with other state agencies and divisions including the Department of Workforce Services, Arkansas Rehabilitation Services, Workforce Investment Board, and Services for the Blind and Deaf. In addition, some adult education programs are

located within workforce centers or have a satellite program located there, and all of the adult education programs across the state provide services to one-stop participants.

The Arkansas Career Readiness Certificate involves collaboration between ADCE-AED, the Arkansas Department of Workforce Services, Arkansas Workforce Centers, the Arkansas Department of Higher Education, the Arkansas Community Colleges, the Arkansas Economic Development Commission, and the Arkansas Department of Education, with the governor signing the official Arkansas CRC certificates. Adult education programs provide basic skills improvement through regular adult education services as well as the Key Train software. Several adult education centers also provide the WorkKeys assessment which an individual must pass to receive an Arkansas Career Readiness Certificate. Recently, this initiative has begun offering the Platinum CRC, which takes higher skill levels to earn. It is hoped that this move will increase the number of people who come to adult education to improve their skills in order to earn this credential.

The Department of Career Education, Adult Education Division will continue its partnership with the Arkansas Community Colleges to offer Accelerating Opportunity, a career pathway program, to adults without a high school diploma. Accelerating Opportunity is a community college initiative of Jobs for the Future whose goal is to ensure that more workers have the skills needed to earn credentials that lead to family-sustaining careers. The initiative aims to change how Adult Basic Education is structured and delivered through a collaborative effort in which a basic skills instructor and technical college instructor co-teach and plan the curriculum for low skill level adults in a technical course leading to a certificate credential. Arkansas will be in its third year as an Accelerating Opportunity program and plans to continue the program in the future.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

(B) Response: Arkansas has its own professional development resource center, The Arkansas Adult Learning Resource Center (AALRC). The AALRC is funded through the Southeast Arkansas Education Service Cooperative by the Department of Career Education, Adult Education Division. It was established in 1990 to provide a source for identification, evaluation, and dissemination of materials and information to adult education/literacy programs. The AALRC is located in Little Rock, Arkansas and has seven full-time employees, which include a Director, Professional Development Coordinator, Information Technology Specialist, Disabilities Project Manager, Media Coordinator, Secretary, and Administrative Assistant. State funds support employee salaries while federal funds are used for the fulfillment of our mission. In order to teach adult education classes in Arkansas, teachers must hold an Arkansas teacher license. Teachers must have at least 60 hours of professional development to keep their license current. In addition, Arkansas requires adult education directors, full-time instructors and counselors to be certified in adult education within four years of initial full-time employment.

The AALRC supports this effort by providing tuition reimbursement for these individuals. The AALRC supports the ACE/AED agency goal of “providing and effective communication system that is involved, informative, and interactive,” by holding statewide directors meetings, numerous committee meetings, publishing a statewide newsletter, publishing a directory of literacy services, and maintaining a web-site (<http://www.aalrc.org>).

The AALRC also supports practitioners and trainers through professional development opportunities at state and national conferences. Those include: AR Association for Continuing and Adult Education & Arkansas Literacy Council, Inc. Conference (AACAE/ALC), Learning Disabilities Association (LDA), Commission on Adult Basic Education Conference (COABE), Hot Springs Institute for Technology, Project Ideal, LINCS Region 2 Regional Resource Center Training, ATIA Conference, and Teaching English to Speakers of Other Languages (TESOL).

The AALRC also supports local programs by maintaining a current library of materials, providing research support/information, purchasing/distributing software and materials, and upgrading/redistribution of equipment.

The Department of Career Education, Adult Education Division has adopted the College and Career Readiness (CCR) Standards set forth by the Office of Career, Technical, and Adult Education by Susan Pimentel. State staff along with teachers and directors from the field developed a standard curriculum teachers could use to inform instruction that was based on best practices and research. Each CCR standard was examined closely and resources were aligned with each standard. Task force members searched through online and printed curriculum to provide examples of each of the skills that students needed to master at each level. The task force decided to address sample activities and the framework for grade levels 6.0 – 12.9 during the initial phase of this project. At the request of the field, lower educational functioning levels will be added to the document.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including—

(i) the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training;

(ii) the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and

(iii) assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

(C) Response: The Adult Education Division will continue to offer technical assistance to eligible providers. Many program directors have registered with the Literacy Information and Communication System (LINCS), which offers a plethora of resources, professional development, and an opportunity to connect with other practitioners. During administrators’ meetings and through the AALRC, trainings by experts in the field of English as a Second Language, Learning Disabilities, Math, Literacy, Distance Education, and much more continue to be offered.

As mentioned earlier, adult education programs provide basic skills improvement through regular adult education services as well as the Key Train software to the Department of

Workforce (DWS) clients as well as our own. Several adult education centers also provide the WorkKeys assessment which an individual must pass to receive an Arkansas Career Readiness Certificate. Eligible clients from DWS may enroll in adult education classes. Since most adult education programs are collocated at one-stop centers, the referral process for clients is much smoother.

The Adult Education Division staff provides technical training on our management information system, AERIS. We developed an AERIS 101 and 201 training, and most recently AERIS for Teachers. The AERIS 101 training is for the very basics of how to enter data, what the federal tables mean, and how to extract the information you need from the system. The 201 training session is more intense. In this training, programs look at their data and analyze by teacher performance and student gains and the participants create a program performance report card. We conducted about eight trainings and have had about 95% participation from at least one provider. For those providers who failed to attend, we have required them to send at least one representative in the next few months to the next training or risk sanctions. We provide about 10 trainings a year to local programs, which last approximately 6 hours.

The state staff has an Administrative Assistant III along with regional Program Advisors who help provide technical assistance to the field. The state has a data management e-mail, aeris.help@arkansas.gov, in which local programs can send in help tickets. Assistance is also provided over the phone as well as face to face. Help tickets are tracked and logged to see common issues and are either passed on to the host company of the system or used to hone in on technical assistance and training that need to be provided to the field. In addition, AERIS contains a message screen so state staff can contact all AERIS users at one time. There is also an email distribution list for AERIS users and a listserv where users can post questions and get answers from state staff.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

(D) Response: Each year the staff from the Arkansas Department Career Education, Adult Education Division (ADCE-AED) will conduct a number of Technical Assistance Program Reviews evaluations. These evaluations address issues in the implementation of Title II of the Workforce Investment and Opportunity Act (WIOA) of 2014, the Adult Education and Family Literacy Act (AEFLA), the Arkansas Adult Education Program Policies, the Arkansas National Reporting System for Adult Education Guidelines, and the Learning Disabilities Policy Manual, including: accountability, compliance, promising practices, program improvement processes, learning disabilities and technical assistance needs. Extensive three day program reviews are conducted in the following areas every five years for each provider: management, finances, personnel, student intake and orientation, program instruction, technology, recruitment and retention.

- The AED staff will update the following items included in the program review packet annually:
- The questions to be used to guide the review
- checklist that goes back to the program

- Corrective Action Plan (CAP) template
- Local program notification letter
- Letter that goes out with the evaluation report
- Letter closing the CAP, and the
- Compilation of commendation; recommendations; and findings.

The ADCE-AED staff determines which programs will be reviewed. Programs that have never had a state program review are chosen first. This ensures that all programs will have at least one program visit from the state before any program is seen twice. The ADCE-AED staff determines the dates of the reviews and a technical assistance team is formed with two other staff members to determine tentative dates to conduct program reviews.

Transmittal letters are sent to the local program director and local education administrator (LEA) that will be reviewed informing them of the review, dates, and format of the review. If there is a conflict, the director will communicate that to the program advisor who then tries to be flexible in finding an agreeable date. The local program director will be sent a list of program review questions in advance to prepare for the visit. The director should provide supporting documents or evidence in a notebook that answers each of the program review questions. Notebooks will be prepared for each team member including the local director.

A team from ADCE-AED goes to local program and conducts the review. The team uses the questions and checklist to conduct the review. The checklist with the additional spaces is used to record notes during the review. The ADCE-AED team meets each evening to compare notes and record answers on the checklist. The choices on the checklist consists of Yes, No, or not applicable (N/A). The team will also choose the appropriate comments from the comment document compiled from previous program reviews. Writing a new comment is acceptable also. The areas to comment on may contain Commendations, Recommendations, and Findings. The commendations will be on accomplishments of the local program. Recommendations are strategies that the local program may wish to implement to improve program quality and accountability standards. The Findings are areas of noncompliance requiring actions that the local program must address in the form of a CAP.

The program advisor for that particular program is responsible for compiling the report. Each team member will double check the report before it is mailed to the local program and returns it to the program advisor in time to meet the four week deadline of return to the program. The letter that will be sent with the report to the local program is prepared. The Deputy Director and the Associate Director will review the letter and the program review report before it is mailed to the local program.

The evaluation report will be mailed to the local program administrator and adult education contact person within four weeks of the program review. The report will include:

- Report transmittal letter
- Program Review Report
- Program Review Checklist

- Technical Assistance Program Review Report (comments, etc.),
- CAP template, and
- CAP template example.

The CAP template will also be sent electronically to the local program. The LEA has 45 days to complete and submit the CAP by mail (snail mail) and e-mail to the Adult Education Division Office.

When the CAP is received in the Adult Education Division Office, it is date stamped and a copy made and put in the CAP notebook for that program year. All program review CAPs (reviews conducted for that year) will be kept in the same notebook and a copy in the program's individual green folder.

The program advisor for that region will approve the CAP. The CAP will be monitored by the program advisor for that region. The program advisor works with the local program in order to close the different areas of the CAP as information is submitted to the Adult Education Division Office from the local program until the CAP has been closed completely.

After the CAP is closed, a letter is mailed to the LEA administrator and director informing them that the CAP has been closed. This letter is signed by the Deputy Director of adult education. Also, all deadlines such as the review date, date report sent, number of findings, date CAP due, etc. will be kept on an Excel sheet by the administrative specialist.

Site visits is another monitoring tool used by the state. Site visits are conducted annually on all providers. During site visits, program advisors, monitor student folders, make classroom observations, randomly check Personnel Activity Reports, review program self and staff evaluations, check inventory, and go over the program's current and prior year performance in meeting negotiated benchmarks.

Another monitoring and evaluation tool we use to determine whether a program is meeting the performance requirements is using our Effective and Efficient (E&E) calculations. To be considered effective and efficient, local adult education programs and literacy councils receiving adult education funds will be required to meet or exceed the percentage of the federal negotiated core indicators as determined by the Deputy Director of Adult Education. Programs not meeting percentage requirement, in the first year will be required to submit an improvement plan. The improvement plan will address each core indicator of performance that was not met and will include measurable objectives for correcting deficiencies during the following year. State program advisors will provide technical assistance to each program submitting an improvement plan and closely monitor programs during the year. Core indicators of performance are defined in the federal Workforce Innovation and Opportunity Act of 2014, Title II, the Adult Education and Family Literacy Act (AEFLA); however, using the core indicators as criteria for effective and efficient evaluations and imposing a minimum score is a state decision.

Programs that do not meet the percentage requirement, of their negotiated core indicators of performance for a second consecutive year will be assigned a state technical assistance team to assist the program in addressing its deficiencies. The team members may include but not be

limited to state and local staff, administrators, teachers and students. Quarterly progress reports will be submitted by the program being monitored to the Adult Education Division describing the progress being made to bring the program into compliance with core indicators. Programs not achieving percentage requirement, of their negotiated core indicators of performance for three consecutive years will be submitted to the Career Education and Workforce Development Board for appropriate action prior to continuation of funding.

In addition, Mandatory Administrators' Meetings are held twice a year where policies and procedures are discussed and information is disseminated. During the administrators' meeting providers share best practices with one another as well as gain additional professional development training from staff or guest speakers.

B. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

B) In addition, continued emphasis will be placed on developing and maintaining linkages with post-secondary institutions so that students can be placed in post-secondary education and or career pathways training programs.

Permissible activities from Section 223 (2) that the state will support include the following from the law:

(2) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.

(4) Developing content and models for integrated education and training and career pathways.

(6) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

(8) Activities to promote workplace adult education and literacy activities.

(9) Identifying the curriculum frameworks and aligning rigorous content standards that—

(a) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and

(b) take into consideration the following:

(i) State adopted academic standards.

(ii) The current adult skills and literacy assessments used in the State or outlying areas.

(iii) The primary indicators of performance described in section 116 of WIOA.

(iv) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the state or outlying area.

(v) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.

(10) Developing and piloting strategies for improving teacher quality and retention.

(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.

The Arkansas Department of Career Education, Division of Adult Education evaluates programs quarterly through a desk audit process in which measures such as average attendance hours, educational functioning level (EFL) gains, number of students post-tested, etc. are reported and

reviewed. The desk audits also allow programs to review operational aspects of the program such as the percentage of funds expended, completion of required professional development, and completed personnel activity reports.

Arkansas Department of Career Education, Division of Adult Education also performs an annual site visit for each adult education and literacy program to ensure that state and federal laws and policies are followed, to review program performance, and to connect with Local Education Agency Administrators. Based upon the findings during the site visit, regional program advisors provide technical assistance to program directors and staff to ensure continuous improvement. Additionally, approximately every five years, a team of program advisors conducts an intensive program review through which Division staff assesses each program in the following areas:

1. Program Management and Reporting
2. Financials
3. Advisory Committees
4. Personnel and Professional Development
5. Student Intake, Documentation, and Orientation
6. Program Policies
7. Instruction
8. Teaching/Classroom Observation
9. Technology
10. Recruitment/Retention
11. Collaboration
12. Facilities
13. Americans with Disabilities Act of 1990

This program review process allows program advisors and the State Disabilities Project Manager to thoroughly assess program operations, observe classroom instruction, and review state and federal laws and policies. Each program review is accompanied by a full financial review by the state finance department.

In addition to the technical assistance provided through the evaluation processes, The Arkansas Department of Career Education, Division of Adult Education provides varied professional development through the efforts of the Arkansas Adult Learning Resource Center (AALRC).

Through the AALRC, program directors, faculty and staff have access to training in educational technology, student assessments, assisting students with disabilities, etc.

The establishment or operation of professional development programs to improve the quality of instruction pursuant to local activities will continue to be a top priority for the state in order to increase the success of student outcomes. Training will continue for local adult education/literacy providers on the use of resources available electronically, for accessing curricula and for sharing locally produced curricula with other providers. In addition, a stronger emphasis will be placed on ensuring that materials and training will incorporate the research-based components of phonemic awareness, system phonics, fluency, and reading comprehension.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS AND ASSURANCES States must provide written and signed certifications that:

1. The plan is submitted by the State agency that is eligible to submit the plan;

2. The State agency has authority under State law to perform the functions of the State under the program;
3. The State 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 the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8. The plan is the basis for State operation and administration of the program;

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);
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;
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;
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;
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
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.

Attachments:

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

Vocational Rehabilitation

Arkansas Rehabilitation Services

(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 recommendations from the council's annual report, the review and analysis of consumer satisfaction, and other council reports. Be sure to also include:**
- (2) The Designated State Unit's response to the input and recommendations; and**
- (3) The designated state unit's explanation for rejecting any of the Council's input or recommendations.**

The State Rehabilitation Council (SRC) met quarterly during the last two fiscal years, and was updated on important events affecting Arkansas Rehabilitation Services (ARS). The SRC reviewed the agency's service planning and goals. SRC members were informed about the various programs within the agency, and received refresher training on its roles and responsibilities. The SRC also received training on the Arkansas Freedom of Information Act with emphasis on its implications to members, and specifically regarding meetings and required notification of meetings to the public.

The following initiatives were implemented in collaboration with the SRC's analysis and guidance.

- Arkansas Career Training Institute (ACTI) renovations
- ARS Budget
- ARS Business Leadership Network development plan
- ARS Expos
- Business Relations Representative job placement activities
- Comprehensive System of Personnel Development and CRC training
- VR State Plan
- Project SEARCH
- PROMISE Grant

ARS welcomes and appreciates SRC input and recommendations. For example during the June 2014 quarterly meeting, members of the ACTI Behavior Management Team provided an overview to the SRC on its recently developed Positive Behavior Support Program, which was currently under consideration for implementation. Two SRC members provided expertise in the development and implementation of these types of programs. SRC recommendations were acknowledged with plans to incorporate them into both the program guidelines and rollout strategy for implementation. Program development and implementation updates were provided to the SRC as part of subsequent quarterly meetings. In August 2015, the SRC provided

recommendations regarding the new ARS Policy Governing the Rates of Payment for Purchased VR Services.

No input or recommendation from the SRC was rejected by ARS.

(b) Request for Waiver of Statewideness

When requesting a waiver of the statewideness 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) 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;**
- (2) The designated State unit will approve each proposed service before it is put into effect; and**
- (3) Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.**

Not applicable to ARS.

(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:

- **Federal, state, and local agencies and programs;**
- **State Programs carried out under Section 4 of the Assistive Technology Act of 1998**
- **Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;**
- **Non-educational agencies serving out-of-school youth; and**
- **State use contracting programs.**

ARS collaborates and coordinates services with federal, state, and local agencies that contribute to the vocational rehabilitation and independent living of Arkansans with disabilities. ARS cooperates with agencies in carrying out activities including planning and coordinating services to people with disabilities in order to build capacity in communities, improve the quality and quantity of services, and avoid duplication of services. Collaborating agencies include:

- Arkansas Assistive Technology Alternative Financing Program
- Arkansas Department of General Education, Special Education – Transition
- Arkansas Governor’s Employment First Taskforce
- Arkansas Kidney Disease Commission
- Centers for Independent Living
- Community Rehabilitation Programs
- Developmental Disability Providers

- DHS - Division of Aging and Adult Services
- DHS – Division of Services for the Blind
- DHS - Working Disabled Medicaid Program
- DHS - Division of Behavioral Health Services
- DHS - Division of Developmental Disabilities Services
- Supported Employment Vendors
- Social Security Administration Ticket to Work
- Spinal Cord Commission
- Telecommunication Access Program
- Promise Grant

ARS is the lead agency for Arkansas’s Assistive Technology Act of 1998 program, Increasing Capabilities Access Network (ICAN). ARS counselors as well as ICAN and Alternative Financing Program (AFP) staff are informed of the various services available through each program.

ARS maintains an active presence on numerous councils and committees, including:

- Arkansas Association on Higher Education and Disability
- Arkansas Interagency Transition Partnership
- Arkansas Workforce Development Board
- Building Better Futures
- Central Arkansas Workforce Development Board Youth Advisory Council
- Governor’s Developmental Disabilities Council
- Interagency Steering Committee on Integrated Employment
- Behavioral Health Planning and Advisory Council
- SoundStARt
- The Arkansas Independent Living Council
- The Governor’s Commission on People with Disabilities
- Arkansas Trauma Rehabilitation Program
- Employment First State Leadership Mentoring Program
- Youth Leadership Forum
- Accessible Parking Taskforce
- The State’s Local Workforce Development Boards
- National Consortium of State Operated Comprehensive Rehabilitation Centers

ARS has no cooperative agreements with programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture, or 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 an individualized plan for employment for students.

(2) Provide 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;**
- (B) Transition planning by personnel of the designated state agency and educational agency that facilitates the development and implementation of their individualized education programs;**
- (C) Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services;**
- (D) Procedures for outreach to and identification of students with disabilities who need transition services.**

ARS assigns VR counselor liaisons to each high school statewide. VR counselors work collaboratively with combined plan partners.

ARS will set aside 15% of federal VR program funding to provide pre-employment transition services such as job exploration counseling, and work-based learning experiences including internships in integrated environments. ARS will provide counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, will provide workplace readiness training to develop social skills and independent living skills, and will provide instruction in self-advocacy and peer mentoring.

Transition students/youth will be determined eligible for vocational rehabilitation within 60 days after application and the Individual Plan for Employment (IPE) will be completed within 90 days after eligibility.

ARS maintains interagency agreements with the Arkansas Department of Education-Special Education (ADE-SPED) and provides transition services to students in public schools. ARS maintains an interagency agreement with the Arkansas Department of Higher Education (ADHE) with the objective of seamless provision of vocational rehabilitation services and access to higher education. The parties agree to participate in technical assistance and in-service training to assist educational agencies in planning, and to coordinate services to ensure timely and appropriate supports and services are provided to eligible individuals. ARS Transition policy requires ARS counselors to engage school personnel to generate referrals of students to ARS and to develop an IPE for each student determined eligible. ADE is financially responsible for secondary education and ARS is responsible for taking applications, determining eligibility, and providing VR services to those determined eligible for transition services. ARS participates in the state level Arkansas Interagency Transition Partnership (AITP). AITP is a task-force made up of representatives of state agencies, including ARS, Department of Human Services (DHS)-Division of Services for the Blind (DSB), Arkansas Department of Higher Education, Special Education-Transition, Arkansas Workforce Development Board, DHS-Division of Behavioral Health Services, and parent advocates. ARS will develop a Memorandum of Understanding (MOU) with CRP Programs, career coaches and WIOA partners to provide pre-employment transition services. ARS will expand and increase utilization of pre-employment transition training services at ACTI.

The Interagency Agreement between the Arkansas Department of Education Special Education Unit - Arkansas Transitions Services, Arkansas Department of Career Education, and ARS is set forth to define each party's responsibilities with regard to ensuring a free and appropriate public education (FAPE) for eligible students, ages 16-21, and younger when appropriate, which are identified as having a disability in accordance with IDEA.

This agreement between ADE, ACE, and ARS is based on the following principles:

- The parties have a common and concurrent interest in providing a free appropriate public education to eligible individuals with disabilities, ages 16 to 21, and younger when determined appropriate by the IEP team.
- The parties have a common and concurrent interest in working cooperatively to ensure individuals with disabilities have access to the skills, training, and necessary supports to transition successfully from school to work.
- The parties have a common interest in assisting local agencies in developing and initiating vocational programs and services to individuals with disabilities.
- The Special Education/ATS has general supervisory responsibility over the educational program of any public agency providing FAPE to individuals with disabilities ages birth to 21 as defined in state and federal statutes.
- The parties agree to facilitate provision for the development and approval of an individualized plan for employment before each student determined to be eligible for vocational rehabilitation services leaves the school setting.
- The parties agree to promote from their respective agencies the development and implementation of appropriate services for persons with disabilities and to provide outreach to and identification of students with disabilities who need transition services.

ARS agrees to provide eligibility determination according to ARS policy, and 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 when requested and appropriate. ARS counselors will provide information to schools about VR services, meet with special education teachers during the school year, and ensure schools have appropriate forms and information for students to apply for services. ARS will work with schools to assist the student in identifying, selecting, and pursuing appropriate career objectives.

Partner high schools agree to work cooperatively with ARS to provide appropriate transition services to students to assure the student's entry into suitable employment, postsecondary education or training, and independent living. Schools will carry out all required transition planning provisions mandated by IDEA and state regulations, will conduct regular staff development training regarding transition requirements and include ARS counselors in the training when appropriate, will provide referrals to ARS counselors, will provide private meeting space for ARS counselors to meet with students, will include ARS counselors in students IEP meetings with authorization by parents or guardians and student knowledge, will communicate regularly with ARS counselors, and will provide ARS with copies of school records.

ARS will ensure each person enrolled in a vocational education program receives an interest assessment, and identifies capabilities. ARS may provide accommodations as needed to ensure successful completion of the vocational education program. ARS will provide technical assistance to local education agencies to ensure equal educational opportunities including full opportunity to participate in programs, to ensure activities and job opportunities are provided to all youth and students, and to analyze, identify, and change policies and activities that impede the achievement of equal opportunities for all individuals.

ARS has initiated contact with the appropriate parties and progress is underway to re-negotiate its interagency agreements with ADE, ADHE, DHS agencies, and Workforce Services during FY 2016.

(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.

ARS has cooperative agreements with Community Rehabilitation Programs (CRPs) throughout the state as part of the Purchased Service Agreements. ARS and representatives from CRPs developed and implemented standard procedures for the referral process and outcome indicators resulting in a fee for service schedule for individuals served by CRPs.

ARS's standard procedures for external Employment First private non-profit and public VR service providers and CRPs are standards of compliance ensuring VR consumers achieve acceptable outcomes related to employment. The procedures for a CRP to be accredited as a vendor and to maintain accreditation are:

(1) The CRP submits a vendor application documenting required experience in working with consumers with disabilities and employers. (2) ARS reviews the application to assure ARS requirements are met, and submits a certificate and agreement documents to the ARS Commissioner for signature. (3) The CRP is required to sign certification agreement documents assuring the ARS requirements as a vendor will be met. (4) Once accredited, ARS provides a current vendor packet and provides training to the entity, as needed. ARS informs the ARS district manager and the VR counselors of the vendor. (5) The VR counselor refers the consumer to the CRP and monitors the consumer's progress. (6) A VR counselor liaison is assigned to each CRP and provides monthly reports to the appropriate ARS personnel. (7) ARS case review personnel from Program Planning, Development and Evaluation perform a standardized audit of CRP consumer files to ensure training criteria is met, the CRP demonstrates acceptable consumer progress/plans, appropriate documents are in the file, and the amount billed meets accepted guidelines of cost to value. CRP personnel files are reviewed to assure performance standards are acceptable and staff training requirements are met.

ARS will initiate new cooperative agreements focused on moving CRPs from fee for service to performance based outcomes.

ARS, in partnership with the Department of Human Services (DHS) Division of Developmental Disabilities Services, will establish pilot projects focused on transitioning from facility based services to community based services.

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated state agency 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.

ARS maintains written cooperative agreements with private non-profit and for profit agencies in the state that provide supported employment (SE) services and extended services to ARS consumers with the most significant disabilities. The service providers commit to funding extended services for as long as the consumers remain employed on the original job.

ARS will continue to work with the Department of Human Services agencies to recruit Developmental Disabilities Centers, Behavioral Health Centers, and other related programs serving individuals with the most significant disabilities to seek certification to provide SE services.

ARS will create new agreements based on technical assistance received through the Department of Labor, Office of Department of Employment Services subject matter experts in Employment First and WIOA.

(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

(2) Transition services, including pre-employment transition services, for students and youth with disabilities.

VR Services

Arkansas has taken many steps to work with businesses to build relationships with employers while improving the employability and opportunities for people with disabilities. ARS identified early on that traditional methods of placing consumers into stereotypical settings resulted in task performance jobs. Without engaging an array of employers representing in-demand jobs, the typical outcome usually occurs in settings that are overly familiar but may not fit the ideal

conditions of the worker. To ensure employers and businesses stay engaged, ARS will continue to build on the work that has already been demonstrated as well as expand those efforts in a more strategic manner. The overall goals of the Business Relations section are to:

- Strategically collaborate with ARS district managers and VR counselors in an effort to develop employer relationships that can lead to improved employment outcomes.
- Increase employer outreach and disability awareness through networking and marketing activities, which include but are not limited to activities such as SHRM meetings, professional organization conferences, business coalition seminars, and updating and incorporating a business section on the agency website etc.
- Expand disability awareness and/or sensitivity training that is developed, conducted, and organized to target the disability inclusion managers of corporate customers.
- Increase consumer contact visits to employers who are federal contractors and/or federal subcontractors to identify specific jobs and workforce needs pertaining to federal mandate for above entry level positions.
- Increase consumer contact with companies headquartered in Arkansas, and make the business case for hiring ARS consumers into competitive, integrated employment at the middle and upper management levels.
- Improve the quality of candidate screening activities to provide business customers a higher caliber candidate thus increasing the opportunity for ARS consumers to be given higher consideration for key positions.
- Increase utilization of labor market analysis to gain a comprehensive understanding of target occupational environments by increased analyzing of job trends and factors to promote strategic placement activities for ARS consumers.
- With the passage of WIOA, a greater emphasis is being placed on ARS partnering with businesses, workforce partners, and other stakeholders. To achieve this outcome, ARS created Partners in Progress (PIP) to engage businesses and provide them with qualified applicants while securing competitive jobs for ARS consumers. The PIP initiative provides job seekers and workers access to employment, education, training, and support services in the labor market. Matching employers with skilled workers creates a mutual benefit to both stakeholders. Additionally, ARS holds business career symposiums around the state in local field offices.
- ARS will continue to utilize the Talent Acquisition Portal (TAP) system, which allows the agency to update consumer resumes and backgrounds in an electronic system that can be utilized by employers nationally. This increases the opportunities for consumers to a national level since a company may have a location in Arkansas but the recruiting and hiring authority is located in another state. This also may open doors to integrated employment and competitive wages and benefits.
- ARS will host a business employment summit to coincide with National Disability Employment Awareness month. The conference will bring business and industry leaders

together with other stakeholders to increase awareness regarding hiring people with disabilities, and will provide opportunities to establish relationships with federal contractors that may result in hiring ARS consumers.

ARS is working diligently to expand the State's Business Leadership Network, which is made up of major employers in the state with a long-standing history of supporting employment of people with disabilities. This network will help in finalizing MOUs with employers as well as formalizing the relationship to ensure mutually beneficial business relationships.

The Business Relations Section meets with businesses, chamber of commerce's, and stakeholders to provide education about the Business Leadership Network (BLN) and the benefits of hiring individuals with disabilities. To date ARS has signed MOUs with 118 employers and will continue to market and provide education to business and industry to increase collaborative partnerships.

ARS works directly with employers to develop and modify its services. ARS utilizes a mobile app to provide information about ARS as well as a follow-up form used by staff to interact with employment leaders so business relations representatives are able to provide more convenient follow-up.

ARS will work with Career Workforce Boards and Local Workforce Boards to identify potential gaps in employment, and then identify the most appropriate education or training needed within each region to secure employment.

ARS will work with business and industry to establish on-the-job training agreements, job shadowing opportunities, and paid/unpaid work experiences.

Access and Accommodations provides presentations (Worker's Comp conference, U of A Conference, etc.), expertise, and assistance to employers seeking to provide workplace accommodations to current and potential employees; such programs as AT@Work, Stay at Work/Return to Work.

Transition Services

Beginning in 2015, ARS has partnered with the National Apprenticeship Training Foundation (NATF) to provide pre-employment training, job development and placement for ARS consumers. In addition, NATF is working with ACTI to develop a week-long pre-apprenticeship training program that includes interviewing with employers for both placement and for feedback for those needing additional training or vocational rehabilitation services.

Access and Accommodations provides assistive technology assessments and presentations, expertise and assistance to students, therapists, educators, and employers seeking to provide school and workplace accommodations.

ARS, in collaboration with Increasing Capabilities Access Network (ICAN, State AT Program) and community partners, provides assistive technology training, demonstrations, and loans as it relates to transition to school or work.

ARS will pursue other opportunities currently under development with CRPs around the state to provide pre-employment transition services and other transition services.

ARS will collaborate with employers by fostering integrated systems, coordinating services, and providing career pathways for adults and youth/students with disabilities.

ARS will collaborate with secondary education institutions to coordinate partnerships with employers to provide summer and non-seasonal employment, apprenticeship programs and internships.

ACTI works directly with potential employers to provide internship sites for students nearing the completion of their training programs. To date ten employers provide paid and non-paid internship and work-based learning opportunities. Supervisors from the businesses provide weekly feedback on the interns' quality of work and the students are graded based on the measures included on the employer feedback form. Additionally, ACTI offers internship opportunities at ACTI to prepare students for employment opportunities available in the Hot Springs area.

Field Services and business relations representatives will continue to work with employers to identify competitive integrated employment opportunities for students with disabilities, including internships as part of the Transition Employment Program (TEP).

(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;**
- (2) The State agency responsible for providing services for individuals with developmental disabilities; and**
- (3) The State agency responsible for providing mental health services.**

ARS serves on the Department of Labor, Office of Disability Employment Policy, AR Employment First State Leadership team with the Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), University of Arkansas PROMISE Grant and the Arkansas Department of Education, Special Education Unit (ADE SEU). The team will be updating the current interagency agreements to fund braided services and apply for combined waiver

programs related to opportunities where individuals participated in employment related activities under WIOA.

(i) Comprehensive System of 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

(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:

- (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;**
- (ii) The number of personnel currently needed by the state agency to provide vocational rehabilitation services, broken down by personnel category; and**
- (iii) Projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide vocational rehabilitation services in the state 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.**

A comprehensive and well-managed personnel development program is critical to ARS’s efforts to expand and enhance customer services, and to ensure consumers receive quality rehabilitation services from qualified professional personnel. ARS is strongly committed to providing training programs to all staff, especially those providing direct services to consumers. ARS maintains training records for all staff, updated annually, to reflect training requests and completions specifying the training source, name, credit hours, and attendance date. Professional qualifications for counselors are monitored to ensure current certification and to track educational progress for those achieving certification.

The table below lists personnel, by category, needed to provide VR services over the next five (5) years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of individuals expected to retire/leave the field, and other relevant factors.

	Job Title	Total positions	Current vacancies	Projected vacancies over 5 years
1	VR Counselors	93	18	10
2	District Managers	10	0	2
3	ACTI Counselors	5	0	2

4	Interpreters	4	1	2
5	ACTI Instructors	30	4	10
6	ACTI Evaluators	4	0	2
7	Support Staff	70	6	5

(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 vocational rehabilitation professionals, by type of program;**
- (ii) The number of students enrolled at each of those institutions, broken down by type of program; and**
- (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.**

ARS maintains and annually updates a list of higher education institutions in Arkansas that prepare rehabilitation professionals. ARS monitors students enrolled in vocational rehabilitation and related programs at each of the institutions by category, the number of students graduating the previous year, and certification or licensure. ARS works with the institutions to provide internship and practicum opportunities for students and the universities are notified when job openings become available within the agency.

	Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
1	University of Arkansas Fayetteville (UAF) MRC	32	1	18	30
2	University of Arkansas Little Rock (UALR) MRC	60	0	0	32
3	Arkansas State University (ASU) MRC	12	2	1	2
4	UAF, UALR & ASU Combined Part-Time	108	1	0	2
5	Full-Time & Part-Time Student totals combined.	212	4	19	66

(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.

The Human Resources (HR) department shapes ARS's strategies by understanding workforce trends, identifying potential resource opportunities and gaps, and developing effective initiatives. HR takes the initiative and delivers results on strategic business issues, such as, new development, talent management, training, and mobility.

To meet ARS's goals, HR ensures successful recruitment, preparation, and retention of qualified personnel. HR maintains a working relationship with colleges, universities, and higher education programs within the state, partners in job fairs, maintains a positive relationship with the community and its representatives, and utilizes online recruitment efforts. In addition, ARS is involved with all major social media, newspapers, and industry driven communication.

The Arkansas Legislature authorized special language to ARS for a waiver of the Continuing Professional Education policy prohibiting state agencies from providing college courses to employees. The special language allows ARS to provide college level coursework in degree programs designed to result in a Master's in Rehabilitation Counseling (MRC) for eligible employees selected by the agency. The special language assists the agency in assuring qualified professional personnel are in place to provide quality rehabilitation services to Arkansans with disabilities.

ARS set an effective date of October 1, 2016, for all rehabilitation counselor positions to meet the standard of having a Master's degree and to be Certified Rehabilitation Counselor (CRC) certified. Those who do not meet the standard have a prescribed time period to achieve the designation per the CRC policy. Rehabilitation counselors who do not meet the standard are cross-graded in position and must be working towards meeting the standard. Counselors working towards meeting the standard will continue to perform counseling functions.

Counselors who do not meet requirements and are not working towards meeting the standard will perform limited case management functions and will not be authorized to perform the following functions: (a) Determination the applicant requires vocational rehabilitation services to prepare for, secure, retain, or regain employment, i.e., eligibility determination and Certification of Eligibility and/or Certificate of Ineligibility; (b) Development and approval of all components of the Individualized Plan for Employment (IPE) including annual review; (c) Amendments to IPE; (d) Determination of a satisfactory outcome that the employment outcome is satisfactory and the individual is performing well in the employment, i.e., Closure Amendment.

During the 2009 Arkansas Legislative Session, ARS received permission to institute a graduated pay incentive to counselors who progress toward an MRC/CRC, which aids ARS in recruitment efforts to obtain the best candidates for present and future needs. Additionally ARS continues to utilize the Student Loan Forgiveness Incentive Program, which has resulted in enhanced counselor recruitment. Under this program newly hired VR counselors can be provided up to \$2,000 per year repayment to the student loan creditor. Counselors who participate in the Student Loan Forgiveness Program agree to continue working for the agency for two years in return for each year of repayment.

Effective July 1, 2009, all ARS vocational rehabilitation counselors were reclassified as either grade level C117 Rehabilitation Counselor or C119 Certified Rehabilitation Counselor. The C119 Certified Rehabilitation Counselor classification requires CRC certification. According to state Office of Personnel Management (OPM) requirements, ARS now advertises for a C117 position with the preferred qualification being a Master’s degree in Rehabilitation Counseling and CRC certification. ARS was able to establish an internal salary grid with OPM approval. This grid allows the agency to hire VR counselors in the counselor C117 series under different salary ranges based on qualification and certification and allows for cost of living rates for counselors in the C119 classification. State hiring policy authorized by OPM allows ARS to hire graduates with Bachelor’s degrees in Rehabilitation for C117 positions when there is no suitable applicant with a Master’s degree with the condition the person will seek and obtain a Master’s degree in Rehabilitation Counseling within four years of employment and will meet CRC certification or become eligible to sit for CRC certification within one year of receipt of the Master’s degree.

Qualifications	Classification/Grade	Annual Salary	Hourly Salary
Bachelor’s degree or Non-MRC Master’s degree	L051C Rehabilitation Counselor/C117	\$32,249	\$15.5044
Master’s in Rehabilitation Counseling (MRC) /No CRC	L051C Rehabilitation Counselor/C117	\$34,234	\$16.4586
MRC and CRC with less than five (5) years VR experience	E034C Certified Vocational Rehab Counselor/C119	\$35,554	\$17.0933
MRC and CRC with five (5) or more years VR experience	E034C Certified Vocational Rehab Counselor/C119	\$37,743	\$18.1456

ARS was approved for a labor market rate increase for district managers with a starting salary of \$48,000 per year. The increase helps with recruitment and retention within the field program.

The Staff Development section reviews the current training levels of all personnel, and develops and monitors agency policy and procedure for training and retaining qualified personnel including ACTI staff to meet standards required by the Department of Education and other federal/state requirements. All ARS employees receive an annual personnel performance

evaluation from their immediate supervisor, which is reviewed and approved by their respective senior manager. The evaluation considers the training each employee needs to fulfill job duties in providing services to our consumers.

ARS works closely with the universities to provide internship and practicum opportunities for students, and notifies universities when job openings become available. Students are recruited from university and college rehabilitation programs within the state to seek employment with ARS upon graduation. ARS maintains staff liaisons with the university programs including the University of Arkansas at Fayetteville (UAF), the University of Arkansas at Little Rock (UALR), the University of Arkansas at Pine Bluff (UAPB), Arkansas State University (ASU), and Arkansas Tech University (ATU). In addition, ARS meets quarterly with the universities to provide updates within the vocational rehabilitation field and ARS, to give practitioner input, and to receive first-hand information regarding graduates from the MRC programs.

The agency actively recruits minorities and students with disabilities. Students, including minorities, are encouraged to join professional rehabilitation organizations such as the National Rehabilitation Association (NRA) and the National Association of Multicultural Rehabilitation Concerns (NAMRC). These rehabilitation professional organizations provide scholarship opportunities to individuals, including minorities, which major in the field of rehabilitation.

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) to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:

Standards that are consistent with any national or state-approved or -recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and

The establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

ARS reviews policies and procedures in all areas of personnel standards to ensure all personnel, including professionals, instructors, and paraprofessionals, receive appropriate and adequate training for their recognized certifications, licensures, and job requirements set out by their performance evaluations. Because there is no standard established by the State of Arkansas, ARS bases its personnel standards for VR counselors on the degree needed to meet the national CRC requirements through the Commission on Rehabilitation Counseling Certification (CRCC). ARS requires a Master's degree in rehabilitation counseling or a closely related field, as defined by the CRCC eligibility criteria, and to be CRC certified. The Staff Development Section reviews the current training levels of all personnel, and will continue to ensure training is not only updated but elevates experience levels for VR counselors, and required standards, evaluation of training needs, and timelines are established. Human Resources is responsible for ensuring all VR

counselors and support staff receive training on the DSU's policies and procedures and consequently meet the required standards set out therein. To ensure ARS employees have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities, the Deputy Chief of Field Services will continue to periodically meet with Rehabilitation Counseling higher education programs, to review curriculum (i.e., case management) and provide input on current educational needs for incoming ARS counselors.

ARS utilizes as a resource for addressing the evolving labor force, the Career Education and Workforce Development Board which is composed of thirteen members appointed by the Governor in conjunction with Act 892, to provide a wealth of resources and leadership to the agency. Board members are leaders in business, industry, education, economic development, and rehabilitation services across the state, and are charged with creating a comprehensive statewide program of career education and workforce development focused on educational opportunities retention with the goal of economic development.

ARS will utilize the Career Development Enhancement Program to establish and maintain education and experience requirements to ensure staff have an understanding of the labor force and the needs of individuals with disabilities. A chief component of this program is the National Career Development Association (NCDA) Career Development Facilitator (CDF) Training program. Internationally recognized, the NCDA Career Development Facilitator Training provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. The 120-hour program enhances the knowledge and skills of individuals working in a variety of career development settings. The Career Development Facilitator may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person.

As of 2015, 148 ARS employees have completed the CDF training, and each year will increase the number of staff selected for the program by 25 percent.

Annually, a refresher course will be presented to update staff on the latest information on labor force and employment for persons with disabilities. Additionally, HR will focus on training all staff to improve conflict management skills, constructive communication skills, time management, and diversity. HR will conduct intense training for supervisors and managers.

(4) Staff Development

Describe the state agency's policies, procedures, and activities to ensure that, consistent with section 101 (a)(7)(c) of the Rehabilitation Act, all personnel employed by the designated state unit receive appropriate and adequate training in terms of:

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 Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Staff Development monitors the current training levels of all personnel for required standards and training needs. Staff Development will implement the ARS Career Development Enhancement Program (CDE), a competency-based program. Employees will successfully complete job related requirements such as, but not limited to, meeting experience requirements, completing mandated job-related training, demonstrating satisfactory job performance, and exhibiting appropriate conduct.

The Program will include all ARS staff, and will be conducted in six phases with the first three phases targeting all staff; phases four and five focusing on subject matter specific training in the area of expertise such as counselors, administrative staff, instructors, etc.; and phase six targeting managers and supervisors.

Other opportunities for training are provided to all staff via the Arkansas Rehabilitation Association Training Conference, Special Topics Training, Administrative Assistants Training Conference, online training, and webinars. Training is also available through the State Interagency Training Agency, CRC training, CEU training for purposes of certification or licensure in the professions, and training provided internally by the agency in case management and compliance with policy and procedures. Internal policy and procedures are developed and monitored for the agency in terms of hiring, training, or retraining personnel to meet agency standards. The universities are utilized to provide training opportunities.

ARS ensures all personnel receive appropriate and adequate continuing education. The agency enables employees to attend classes, seminars, and conferences, and disseminates information through newsletters, in-service training, workshops, and training conferences. The field program conducts district meetings in their respective districts where the latest techniques for providing services to consumers are discussed. The Deputy Chief of Field Services provides best practice training on various VR and ARS procedures throughout the state. The Deputy Chief of Field Services also provides a seminar for CRC candidates and best practice training in periodic Special Topics Training. The Chief of Field Services meets monthly with district managers to provide updates and training regarding policy and procedures with client services and day-to-day operations.

Access and Accommodations sections will work with counselors in collaboration with Increasing Capabilities Access Network and community partners to provide quarterly trainings in the area of assistive technology as it relates to home, work or school.

To ensure training provided at ACTI remains relevant to current business and industry standards, the Vocational Training Staff attend quarterly instructor workshops.

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.

ARS provides access and continues to employ personnel who communicate in the native languages of applicants and consumers with limited English speaking ability. ARS also provides special communication modes such as interpreters, captioned videos, specialized telecommunications services, and materials for individuals who are deaf and deaf-blind, as well as other specialized media systems for individuals with disabilities. Interpreters are provided for the deaf or hearing impaired. Sign language skills are included as a minimum qualification for positions providing services to persons who are deaf or hearing impaired.

Arkansas continues to experience a large influx of Spanish speaking citizens requesting VR services, and promotes hiring employees with Spanish language skills. ARS requested and the Arkansas General Assembly granted permission to the agency to compensate employees who demonstrate relevant foreign language skills at enhanced levels when using their skill set for the benefit of VR consumers. The agency provides assistance to our employees in order to help them accommodate consumer needs.

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 Improvement Act.

ARS staff participates in state, regional, and national transition meetings and conferences. ARS Field Program staff serves on the Arkansas Interagency Transition Partnership (AITP) Team and attends the annual National Secondary Transition Technical Assistance Center (NSTTAC) Conference. In addition, they help plan, coordinate, and facilitate the bi-annual State Transition Summit, and help lead the planning and coordination of local transition fairs and parent's nights with assistance from district managers and local VR counselors. AITP promotes personnel development through online-based educational vignettes for teachers, students, and families, and through an annual Summer Agency Connection, which includes ARS district managers, Arkansas Career Training Institute (ACTI), Access and Accommodations in collaboration with Increasing Capabilities Access Network (ICAN) personnel, and representatives from high schools. AITP also developed a directory of services that includes ARS and other stakeholders, and a parental guide for transition from pre-school to post-secondary education and training.

For FY 2016 the Staff Development and Training Unit will coordinate and meet with focus groups representing counselors, managers, transition counselors, administrative support staff, and other work groups to determine their training needs. The Staff Development and Training Unit will evaluate the information gathered and make required adjustments to the Career Development Enhancement Program. Training modules may be delivered via online, webinar, or classroom.

(j) Statewide Assessment

Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the state, particularly the vocational rehabilitation services needs of those:

With most significant disabilities, including their need for supported employment services;

Who are minorities;

Who have been unserved or underserved by the vocational rehabilitation program;

Who have been served through other components of the statewide workforce development system;

Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services;

Identify the need to establish, develop, or improve community rehabilitation programs within the state.

Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

The most recent Comprehensive Statewide Needs Assessment (CSNA) for Arkansas was completed in December 2015. ARS contracted with Dan Hopkins & Associates, Inc. who worked collaboratively with the State Rehabilitation Council (SRC), key stakeholders and ARS to complete a CSNA of rehabilitation needs of individuals with disabilities in Arkansas. Multiple strategies to gather data and information were used including: (a) A focus group discussion with participants from ARS, SRC, key stakeholders and vendors; (b) A structured survey of all ARS counselors; (c) A structured survey of a random sample of ARS consumers throughout Arkansas; (d) Focus groups of consumers; (e) An ACTI focus group of administrators and staff; (f) Interviews and surveys of the agency leadership; (g) Questionnaire and an abbreviated focus group with district managers; (h) Review of 2014 RSA 911 data; and (i) Review of data from the American Community Survey and 2014 Current Population Survey.

(1) Rehabilitation Needs

Implications

1. As the number of minority individuals and emerging disability populations continues to increase, a broad range of topics and issues for agency consideration are presented, these include: outreach and marketing strategies; diversity of language and culture; availability of

appropriate services; and the availability of trained personnel to address these issues and meet the needs of individuals with disabilities.

2. The high number of consumers exiting the system without an employment outcome has significant implications for the agency and the issue suggests the need to assess the effectiveness of services provided during the service delivery process, for example, assessment/evaluation planning; counseling and support; the nature and scope of services provided, and job development and placement strategies. Large caseloads and a perceived limit on time the counselor spends in direct contact with consumers, coupled with the delays in services, contribute to the number of consumers exiting without a positive employment outcome.
3. The agency should examine the high degree of emphasis on numbers and services as opposed to a focus on quality employment outcomes when analyzing consumers who leave the program with an employment outcome.
4. As indicated the growing number of individuals with a mental disability being referred by multiple sources suggests the need for examination of referral sources, availability of effective services, and trained personnel to serve this consumer population.
5. The large number of consumers being referred/coded as having a mental disability has at least three major implications for consideration: (1) The accuracy of coding of the disability; (2) The nature and scope of services required to adequately serve this population; and (3) The availability of trained personnel to adequately meet their needs.
6. Counselor time devoted to case recording, documentation, and data entry, along with the consumer's need for employment-related assistance, suggests these factors may impede the agency's ability to adequately serve its consumers and retain qualified counselors.

Recommendations

1. The agency should consider developing strategies for effective outreach and marketing in order to reach the unserved and underserved populations around the state.
2. The agency should explore the feasibility of increasing the role and function of the district managers in the areas of outreach, marketing, and stimulating local community resource involvement.
3. The agency should enhance its comprehensive training and continuing education program for district managers, counselors, and other appropriate personnel to effectively and efficiently serve consumers from diverse and emerging populations.
4. Current and potential referral sources and strategies should be examined to ensure the referral of all individuals with disabilities be expedited.

5. The effectiveness of the services provided during the service delivery process be studied (including assessment, planning, counseling, job development/employment services), with the goal of achieving quality employment outcomes.
6. Consideration should be given to strategies that enable counselors to devote additional time to direct consumer contact and provision of services. These include a reduction of caseload sizes, training in caseload management, and improved utilization of support personnel and technology.
7. The agency should consider developing strategies for personnel training that lead to increasing the number of consumers exiting the system with quality employment outcomes.
8. The agency should make every attempt to recruit qualified professionals who are culturally competent serving multi-cultural and Spanish speaking consumers along with other emerging disability populations.

Supported Employment (SE)

Implications

1. The WIOA and Rehabilitation Act requirements for SE services for individuals with the most significant disabilities not only includes a significant expansion of SE services, but also includes an increase in the number of consumers, including students and youth, who are eligible for SE services. The mandate for expansion of SE services and consumers served requires a significant increase in the resources necessary to meet those requirements in terms of manpower and service providers.
2. The Arkansas Department of Education data indicates there is a large potentially eligible population along with a high demand for SE services within the State.
3. There are many geographical areas within the state where there are no SE services or a lack of SE services.
4. According to the survey, ARS district managers state many CRPs indicate they do not have the financial resources to provide supported employment services.

Recommendations

1. The agency should determine the geographical areas and communities within its districts where there are no SE services.
2. The agency's leadership should consider its overall priorities, including the availability of resources, and an increase in the number of counselors that provide SE services in order

to build capacity to provide SE services by utilizing the available resources of WIOA partners, CRPs, agency field services counselors, support staff, management, business relations representatives, ICAN, ACTI and others for the benefit of SE consumers.

3. The agency leadership should explore the possibility of providing start-up funds for the development and implementation of innovative approaches to expand the provision of SE services to individuals with the most significant disabilities. CRPs should collaborate and form cooperative partnerships in those areas where services are lacking.
4. The agency leadership should explore the feasibility of ACTI providing SE services directly to consumers with the most significant disabilities. Potential SE services might include assessment, planning, job development, job placement, job coaching, and other services necessary in a multidisciplinary approach to meet the needs of individuals with the most significant disabilities. Close collaboration with ARS Field Services counselors is necessary to provide SE services at ACTI especially when consumers contemplate returning to their local communities.

Workforce Development

Implications

1. The low percentage of ARS consumers exiting the Program with an employment outcome suggests a need for the increased utilization of Workforce Center services in preparing consumers for employment and to assist in job placement.
2. The lack of a well-developed working relationship with Workforce Centers in some Districts indicates programs and services available with the Workforce System are not being fully utilized by ARS to assist individuals with disabilities to achieve employment outcomes.
3. The current working relationship between ARS and Workforce Centers limits ARS's knowledge of local labor market trends, job requirements, and employment opportunities within the State.
4. ARS has limited familiarity with WIOA implementation requirements and the requirements and methods for collaboration and cooperation with Workforce partners.

Recommendations

1. Training is recommended to familiarize ARS leadership and counselors with the state Workforce System, the Workforce Centers, and the resources available in the ARS Districts.

2. ARS should conduct follow-up meetings with Workforce Centers to increase and improve working relationships and collaborative efforts.
3. ARS should consider surveying the availability of services within the ARS Districts with the goal of utilizing the Workforce Centers as a resource to prepare consumers for employment and to assist in job placement, especially in those areas lacking services.
4. ARS should provide training in WIOA requirements and appropriate policy and procedure to implement the Act.

Community Rehabilitation Programs (CRPs)

Implications

1. As indicated by study results, the lack of a sufficient number of CRPs together with the need for some CRPs to expand and improve services, have significant negative consequences for individuals with disabilities in their achievement of timely and relevant services and positive rehabilitation outcomes.
2. The lack of consistency in provision of services among CRPs around the state limits the counselors and agency's ability to provide equal access to services for consumers.
3. The continued emphasis of CRPs on providing workshop type services limits ARS's ability to utilize them for achieving acceptable outcomes according to RSA regulations.
4. Vocational rehabilitation services are not available in certain areas of the state, particularly in rural areas, thus consumers do not have access to many services needed for successful completion of their vocational goals.

Recommendations

1. District managers and agency Leadership should assume a more active role with the CRPs for purposes of (a) Conducting a survey of the CRPs and other service providers to assess and evaluate the availability of critical rehabilitation services; (b) Services needed, but not provided; and (c) to develop a more positive working relationship with CRPs and local service providers.
2. ARS should consider promoting the expansion of needed services in all areas of the State, especially the expansion and establishment of CRPs in those geographical areas identified.
3. ARS should seek out innovative ways to encourage CRPs to provide the essential services needed by consumers. This might be accomplished by providing innovative approaches to funding such as providing seed funds to CRPs to partner together to

provide Supported Services in a combined geographical service area.

4. ARS should enhance communications with CRPs to explore the possibility of developing a more open and coordinated effort to expand the availability of services in all areas of the State.

Arkansas Career Training Institute

Implications

1. Study results indicate the need to more closely align the mission of ACTI and the Field Program with the new WIOA requirements. With additional emphasis on integrated competitive employment, as well as Pre-employment Transition, Supported Employment, and expansion of services to students and youth with disabilities, there is a need for enhanced communication, training, and provision of services at ACTI and close collaboration with Field Services.
2. ACTI is being underutilized because counselors do not feel appropriate services are available for many of their consumers. This is especially true for the lower functioning and special disability groups, such as those with mental health issues. In addition, the Field Program states the referral and admission process takes too long, requires unneeded action by the counselors, and rejects the acceptance of many consumers who need services.

Recommendations

1. ARS and ACTI administrators and leadership should review the current and future role and function of ACTI in the provision of services designed to assist in meeting the needs of individuals with disabilities. Special consideration should be given to: (1) The emerging trends in disability populations; (2) The unserved and underserved disability groups; (3) The lack of service resources available throughout the state, especially in rural areas; (4) The absence of local services and programs; (5) The large number of geographical areas without CRPs; (6) The limited services and trained personnel in CRPs; (7) The emerging ethnic minority populations; (8) The nature and scope of services mandated for Transition, and the processes used for referral and admission from the Field to the Institute.
2. ARS should design and implement strategies to improve the working relationship between ACTI and the Field Program.
3. ACTI and the Field Program should streamline the referral and admission process.

4. ACTI should improve marketing activities to prospective consumers, schools, employers, and other partners.
5. ARS and ACTI leadership should explore the feasibility and opportunities for ACTI to provide agency training/continuing education and other organizational development needs by providing the facilities and accommodations for these and related activities which may contribute to the development of needed resources related to Supported Employment and Transition personnel and other needs related to WIOA implementation.

(2) Transition Career Services and Pre-employment Transition Services

Implications

- Study results indicate the WIOA and Rehabilitation Act requirements for pre-employment and other Transition services for students and youth are at a much higher level and require a significant increase in resources in terms of manpower and services in order to meet those mandates.
- ARS has two approaches to Transition services with different outcome goals. One is the Arkansas Transition Program (ATP), formerly the Pilot Transition Project, which operates in six school districts in Crittenden, Jefferson, Pulaski, and Washington counties. The second is a more general/traditional approach of the Field Program provided by the caseload counselors throughout the state.
- One of the limitations of the ATP is it only works with a small number of schools and the outcomes vary from school to school; in addition, there are a limited number of referrals to the Field Program.
- Study findings indicate there is a varying level of appreciation of the ATP by ARS managers and counselors throughout the state. The level of acceptance by VR counselors and managers is dependent upon the effectiveness of the ATP transition counselor and the number of referrals to ARS counselors.
- Another critical issue affecting both programs is the varying responses encountered in the different school districts. Many school districts or schools within a district do not want the ATP transition or VR counselors to provide services.

Recommendations

- ARS leadership should convene a transition task force to consider the overall priorities of the agency, including the available resources; an increase in the number of counselors and positions to provide Transition services as mandated; to build capacity to provide Transition services by utilizing the available resources of WIOA partners and CRPs; and to utilize all components of the agency including not only Field Services counselors, but support staff, management, business relations representatives, ICAN, ACTI, and others

to provide direct services to Transition consumers.

- The transition task force should review the activities and outcomes of the Arkansas Transition Program and the VR Field Services Transition program in order to identify best practices that can be implemented throughout the state.
- ARS should explore combining the efforts of the two programs to seek economies of scale and efficiency in providing Transition services to consumers.
- ARS district managers and management should collaborate with the state’s school districts in order to facilitate the working relationship between the school districts, the agency, and local VR counselors.
- ARS leadership and management should work with the State Department of Education to insure rehabilitation counselors have ready access to all students with disabilities.
- ARS should develop a protocol wherein students reporting a disability, and any student with an IPE, be contacted by a transition or rehabilitation counselor prior to or during middle school/junior high.
- ARS should develop a protocol wherein all students with an IPE have a Plan or be determined ineligible for rehabilitation services by the time they reach the age of 16.
- ARS Field Services should form a Transition Committee to survey and assess the schools and resources in the community and within the DSU, including providers and funding, in order to set goals, objectives, and activities for the assessment and the provision of Transition services in the ARS Districts.

(k) Annual Estimates. Describe:

- (1) The number of individuals in the state who are eligible for services.**
- (2) The number of eligible individuals who will receive services provided with funds under:**
 - (A) The VR Program;**
 - (B) The Supported Employment Program; and**
 - (C) Each priority category, if under an order of selection.**
- (3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and**
- (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.**

Arkansas Rehabilitation Services is not under an Order of Selection for FY 2016. In Arkansas, out of a total of 1,762,235 non-institutionalized population aged 18 to 64, there are 264,645 individuals with disabilities. Source: U.S. Census Bureau, 2014 American Community Survey.

Category	Title I	Estimated	Estimated	Average
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	or Title VI	Funds	Number to be Served	Cost of Services
Title I, Part B	Title I	20,900,000	17,700	1,181
Title VI, Part B	Title VI	366,000	400	915
Totals		21,236,000	18,100	1,173

(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.**
- (2) Identify the goals and priorities in carrying out the VR and supported employment programs.**
- (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;**
 - (B) The State’s performance under the performance accountability measures of section 116 of WIOA; and**
 - (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.**

ARS and the State Rehabilitation Council (SRC) developed and agreed upon goals and priorities based on the most recent Comprehensive Statewide Needs Assessment completed December 2015, and RSA recommendations from the most recent 107 Monitoring Review.

The goals and priorities for Arkansas Rehabilitation Services are as follows:

Goal 1: Establish baselines and meet benchmarks for performance accountability measures of section 116 of WIOA.

Goal 2: Increase the availability of Supported Employment (SE) services to youth and adults with significant disabilities by providing technical assistance to ARS Employment First vendors (CRPs, SE providers, and other external employment vendors) and increasing the number of referrals for SE services.

Goal 3: Improve public relations, marketing, information, outreach, and referrals.

Goal 4: Increase collaboration with business that leads to increased employment outcomes.

Goal 5: Expand and improve the transition services program.

Goal 6: Develop and improve Community Rehabilitation Programs including the ARS Arkansas Career Training Institute (ACTI).

Goal 7: Improve training, resources, and continuing education.

Goal 8: Improve ARS's ability to act as a resource when assisting individuals with disabilities and employers in addressing accommodation needs.

Goal 9: Improve service delivery to achieve better outcomes that are efficient and effective for agency customers.

(m) Order of Selection. Describe:

- (1) The order to be followed in selecting eligible individuals to be provided vocational rehabilitation services.**
- (2) The justification for the order.**
- (3) The service and outcome goals.**
- (4) The time within which these goals may be achieved for individuals in each priority category within the order.**
- (5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.**
- (6) 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 operating under an Order of Selection.

(n) Goals and Plans for Distribution of Title VI, Part B Funds

- (1) Specify the state's goals and priorities with respect to the distribution of funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.**

Expanding and enriching the availability of Supported Employment (SE) Services to consumers through technical assistance, specifically intense training to vendors and increase the number of referrals for SE services is the DSU's targeted result via the distribution of section 603 SE funds. The strategy employs technical assistance and key incentives to SE providers, including CRPs, designed to increase the availability of SE services to consumers. At the same time, the agency will place greater emphasis on proven and innovative supported employment outcomes and community integrated services, which result in performance based outcomes. The strategy involves an increased focus on SE outcomes resulting in a competitive wage in integrated employment culminating in a career outcome in contrast to the traditional sheltered employment.

Based on WIOA, ARS will update interagency agreements with the state agencies serving individuals with the most significant disabilities including Division of Developmental Disabilities Services, Special Education, Behavioral Health Services and the Division of Services for the Blind. These agreements place an emphasis on competitive employment as a desirable outcome for individuals with the most significant disabilities including those with developmental

disabilities, and the partnership, roles, and responsibilities between the agencies. ARS is developing marketing strategies to increase additional certification for rural SE service providers.

ARS will maximize the ability of individuals with most significant disabilities to achieve competitive employment through customized employment, supported employment, and other individualized services.

ARS will collaborate with WIOA partners, private funding, and other state agencies to help individuals with most significant disabilities to receive extended services to increase employability in an integrated environment

(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**
- (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.**

ARS in collaboration with ACCESS Group, Inc. and Project SEARCH International will expand the Arkansas Project SEARCH. The success rate for competitive employment outcomes in Arkansas averages 91.7%, including benefits.

ARS will set aside 50% of supportive employment funds specifically for youth programs that support competitive integrated employment.

ARS will determine methods for funding extended services for youth with disabilities not to exceed four years through the Employment First Vendors (CRPs, SE providers, and other external employment).

ARS will develop new services components or agreements with partners of state agencies for braided funding of extended services to assure youth with disabilities have successful employment opportunities.

ARS will provide education and instruction of WIOA expectations to providers, and will establish Memorandums of Understanding or contract services to providers to initiate services to potentially eligible consumers.

(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 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 will host or participate in business conferences including Chamber of Commerce events, Society of Human Resource Managers annual statewide meetings, and Industry Liaison Group business symposiums to promote the hiring of people with disabilities. These conferences will provide information and education on the value added services offered through the Talent Acquisition Portal (TAP), and will provide opportunities to establish relationships that result in hiring of consumers.
- ARS will enhance relationships with businesses whose corporate offices are headquartered in Arkansas, and will build partnerships with senior corporate officers and managers to gain support for hiring consumers and purchasing TAP credits for advertising job openings.
- ARS will develop performance-based contracts with supported employment providers across the state to increase the percentage of sustainable employment outcomes.
- ARS will implement a marketing plan to increase awareness of ARS VR services to private citizens, service providers, and business and industry, and that will more clearly identify underserved communities, and transition and pre-employment transition consumers as recommended in the Statewide Comprehensive Needs Assessment.
- ARS will work with other interested parties and organizations to educate employers and businesses regarding disability issues and to provide outreach to increase opportunities for consumers to attain competitive employment. As part of this effort, Access and Accommodations will target business related conferences including Arkansas Workers' Compensation Educational Conference, Arkansas Self-insurers Association Conference, etc., to provide information and training as it relates to accommodating employees with disabilities in the workplace.
- ACTI will begin, expand, and offer training and evaluation services in local communities beyond Hot Springs. This will include Rehab Initial Diagnosis and Assessment for Clients (RIDAC) and Learning and Evaluation Center (LEC) evaluations.
- ACTI will work with statewide partners to facilitate pre-apprenticeship training for registered apprenticeships.
- ARS will focus additional efforts toward placement of ACTI graduates. This includes working with employers in automobile collision repair, automobile service repair, cosmetology, and construction technology. In addition, ACTI will continue to offer short-term programs including: Transition Employment Program, Career Readiness Certificate training, OSHA certification, Professional Career Performance Program (Positive Behavior Support), forklift operation certification, logistics training block (Basic Logistics, Certified Logistics Technician, and Certified Production Technician),

and call center training to address skills gaps identified by employers from across the state.

- ARS will complete necessary improvements to the Army Reserve Building adjacent to ACTI in order to improve VR services offered at ACTI and to increase employment outcomes.
- ARS/ACTI will coordinate with local and statewide higher education institutions, independently and respectively, to provide continuing education and training for VR consumers wishing to pursue higher accreditation in skilled trades and to enhance employment outcomes.
- ACTI will realign vocational evaluation services to better serve ARS consumers. These services will focus on identifying accommodations, evaluating skills and abilities needed for in-demand careers in Arkansas, and providing comprehensive feedback to vocational counselors to facilitate more effective individual plans for employment.
- ACTI will increase use of the electronic case management system to streamline the referral process and provision of feedback to vocational counselors and managers in the field.
- ACTI staff will provide face to face meetings with field staff to supplement electronic notifications of programming changes.

(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.

- Field Services will offer the Access and Accommodations' Return to Work/Stay at Work and Assistive Technology at Work (AT@Work) services through all field offices for assessment and consultation as it relates to the adequacy of assistive technology equipment. Field Services will also collaborate with Increasing Capabilities Access Network (ICAN, the State AT Program) to promote the demonstration, loan, and reuse of assistive technology equipment and related devices including assisting in the opening of a satellite office located in Fayetteville to promote statewideness.
- Field Services will collaborate with the Arkansas Alternative Financing Program (AFP), and the Telecommunications Access Program regarding assistive technology services and supports available to all Arkansans with disabilities.
- ARS will continue to collaborate with Career Technical Education and Adult Education to provide basic and advanced skill based services and resources to individuals with disabilities.

(3) 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.

- ARS will continue to provide outreach activities to individuals from minority backgrounds, individuals with the most significant disabilities, and others who are unserved or underserved.
- ARS will provide training to improve outreach activities to unserved and underserved minority populations in order to improve performance on the performance accountability indicators.
- ARS will utilize its network of Community Rehabilitation Programs to identify individuals with disabilities who are minorities and/or have the most significant disability. These individuals, who because of rural living, a lack of transportation or English as a second language, can be referred to ARS and other support service networks needed to reach employment.-

(4) 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).

- ARS will meet with school designee at the beginning of the school year to review referral procedures and to identify transitioning students who may benefit from VR services.
- ARS will provide a liaison to the schools to provide education about VR services and to meet with school staff and students.
- ARS will assist students with disabilities in transitioning from school into employment, postsecondary education, and training.
- ARS will provide awareness of pre-employment transition through job exploration counseling, work based learning experiences in integrated work settings and will provide workplace readiness training through internships.

(5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the state.

- ARS is working with a design professional to develop a long-term critical maintenance plan for the ACTI campus.

(6) Strategies to improve the performance of the state with respect to the performance accountability measures under section 116 of WIOA.

- ARS has developed a data sharing agreement and is working with the Arkansas Research Center to develop baselines for the performance accountability measures using historical data from the DSU's case management system along with corresponding employment data.
- ARS will work with the other core programs to facilitate a common intake process, and electronic protocols that will allow for near real-time evaluation of performance accountability measures.
- ARS will provide training and establish performance goals for VR counselors and business relations representatives to improve outreach activities to unserved and underserved minority populations.
- To improve outreach to unserved and underserved minority populations, ARS will continue to participate in Community Connection and Partners in Progress events targeted in regions with a distressed economy and poor performing school systems. Representatives from every service component including Field Services, ACTI, Special Programs, and Business Relations participate in these events. Employers are encouraged to participate in mini-job fair activities.
- Access and Accommodations in collaboration with Increasing Capabilities Access Program (ICAN), State AT Program, will provide and disseminate brochures printed in Spanish to reach more Arkansas residents and inform them of the benefits of assistive technology.
- District managers and business relations consultants will continue to promote VR services on morning radio and TV talk shows to increase consumer awareness of services and to educate businesses about the availability of the qualified and dependable workforce represented by ARS consumers.
- ARS will recruit qualified rehabilitation counselors, including bi-lingual English Sign Language VR counselors, to fill vacancies to meet or exceed past performance in employment outcomes.
- ARS will increase performance in Supported Employment for adults and youth with disabilities with emphasis on serving an increased number of individuals with developmental/intellectual, behavioral health concerns, and cognitive disabilities.
- ARS will use the comprehensive monitoring instrument for CRPs including ACTI, developed in response to RSA 107 Monitoring. The monitoring instrument establishes performance indicators including increases in employment outcomes, and evaluates if Field Services' needs are met for service provision to ARS consumers.

- Access and Accommodations in collaboration with Increasing Capabilities Access Network will work with Division of Services for the Blind to develop a certification review team for compliance of the one stop delivery system with section 188 of WIOA and applicable provisions of ADA 1990.

(7) Strategies for assisting other components of the statewide development system in assisting individuals with disabilities.

- ARS will integrate the use of CSAVR’s Talent Acquisition Portal (TAP) to connect VR consumers with business partners, and will continue to recruit businesses to list employment opportunities in the TAP.
- ARS will collaborate with the Workforce Center staff to increase the ability of ARS staff to conduct intake interviews and take applications in a confidential manner while located at a Workforce Center site.
- ARS district managers will conduct presentations to Workforce employees to increase and improve working relationships and collaborative efforts.
- ARS will collaborate with Workforce Centers to identify potential employers to provide employment opportunities, apprenticeships and on the job training for transition students.
- Access and Accommodations, AT@Work will provide an AT professional housed in the Fayetteville office to assist ARS counselors, consumers, and employers, to increase access to stay at work and return to work programs. In addition, Access and Accommodation in collaboration with Increasing Capabilities Access Network (ICAN), State AT Program, will open a satellite office in Northwest Arkansas to support state wide access and access to assistive technology.

(8) How the agency's strategies will be used to:

- (A) Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;**
- (B) Support innovation and expansion activities; and**
- (C) Overcome identified 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.**

Strategies to Achieve Goals and Priorities

Goal 1: To establish baselines and meet benchmarks for state with respect to the performance accountability measures under section 116 of WIOA.

Strategy

- ARS will increase referrals, enhance job development and placement services, and recruit qualified rehabilitation counselors to fill vacancies to meet or exceed past performance in employment outcomes.
- ARS will increase performance in Supported Employment for youth and adults with disabilities with emphasis on serving an increased number of individuals with the most significant disabilities, including developmental/intellectual, behavioral health concerns and cognitive disabilities.
- ARS will develop performance-based contracts with supported employment providers to increase the percentage of supported employment closures.
- ARS will provide training to improve outreach activities to unserved and underserved minority populations in order to improve performance.

Goal 2: Increase the availability of Supported Employment (SE) Services to consumers by providing technical assistance to vendors and increasing the number of referrals for SE services.

- ARS, in partnership with the AR Employment First State Leadership Mentoring Program team, is receiving technical assistance from the Department of Labor, Office of Disability Employment Policy subject matter experts on methods to use Medicaid Waivers and other partners' funds in restructuring to expand and improve SE services. The team includes: The Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), and the Arkansas Department of Education, Special Education Unit (ADE SEU).
- ARS, in partnership with the AR Employment First State Leadership Mentoring Program, will initiate revised MOUs based on the WIOA, including new rates and reimbursement methodology for braiding services.
- ARS, in partnership with the AR Employment First State Leadership Mentoring Program, will provide technical assistance to the pilot projects focused on transitioning from facility based services to community based services.

Goal 3: Improve public relations, marketing, information, outreach, and referrals.

- ARS will continue the marketing plan to increase awareness of VR services to citizens, service providers, and business and industry, and to increase employment outcomes to

improve performance accountability measures.

- Access and Accommodations in collaboration with Increasing Capabilities Access Network (ICAN, State AT Program) will provide a new informational website to provide resources for accommodation and assistive technology as it relates to home, education, and employment.
- ARS will develop outreach strategies designed to improve access to VR services for the state's Hispanic residents with disabilities. Field personnel will distribute materials and information in a variety of formats designed to reach and serve the growing diverse population in Arkansas.
- ARS will develop educational and informational materials designed to inform potential referral sources about the referral process and the scope of ARS.
- ARS will utilize its network of Community Rehabilitation Programs to identify individuals with disabilities who are minorities and/or have the most significant disability. These individuals, who because of rural living, a lack of transportation or English as a second language, can be referred to ARS and other support service networks needed to reach employment.
- ARS Communications will work with ACTI to increase education and outreach about programs and services provided at ACTI. This includes strategies for internal and external stakeholders.

Goal 4: Increase collaboration with business that leads to increased employment outcomes.

- ACTI will work to expand the success of registered apprenticeships, internships, and part-time employment opportunities for ARS clients.
- ARS has developed the statewide business and industry advisory board and implemented the Talent Acquisition Portal (TAP). ARS will expand and grow TAP, to increase job potential for agency customers.
- ARS will increase the number of business relations representatives to provide job placement services in all Field Services offices and ACTI.
- A statewide advisory group will be established and composed of individuals from business and industry, counselors, job placement specialists, and other appropriate professionals to explore participating in the National Employment Team.
- ARS will actively support the development of the Arkansas Business Leadership Network. ARS will continue to meet with companies from across the state throughout the

year to garner support and identify an anchor employer(s) to facilitate the application process.

- The local business advisory group at ACTI will be integrated into the statewide ARS business advisory group with the goal of expanding job placement and employment outcomes.
- ARS will enhance relationships with businesses whose corporate offices are headquartered in Arkansas and partner with senior corporate officers and managers. Through a dedicated full time corporate business relations consultant, ARS will be positioned to build relationships with key decision makers as well as connect with the State Chamber of commerce to solidify its status as an economic contributor and not just a social service provider.
- ARS will actively market the utilization of ARS Business Relations to companies seeking qualified applicants with disabilities.
- ARS will develop and initiate activities and events to recognize individuals who have overcome their disabilities, and give recognition to employers and businesses, who have demonstrated “best practices,” hired people with disabilities, and made unique and cost-effective reasonable accommodations.
- ARS will develop a Presentation to advocate the benefits of hiring and retaining individuals with disabilities.
- ARS will update promotional/educational videos, brochures, mailers, etc., and target businesses.
- Area managers will partner with business relations representatives to effectively market ARS services to business and industry, performing an intentional and active role on the business relations team.
- ARS will evaluate the efficiency and effectiveness of current marketing strategies and how ARS is currently engaging employers.
- Through the Return to Work/Stay at Work program, the Access and Accommodations team will continue to be a resource for employers and employees for expertise in seeking information on providing accommodation and comprehensive assistive technology evaluations.

Goal 5: Expand and improve transition services program.

- ARS has actively engaged in the development of legislation to implement comprehensive transition and postsecondary education programs in two-year institutions of higher education, and will continue to act as a resource for higher education institutions in the development of postsecondary education programs. ARS will also provide information to consumers about these programs.
- ARS will conduct an assessment of transitional services statewide and implement policy and procedures consistent with WIOA.
- ARS will explore combining both transition programs and establish one vision for transition services.
- ARS will develop a transition committee to initiate a statewide plan to provide innovative transition services to students.
- ARS will provide pre-employment transition services such as job exploration counseling, work-based learning experiences including internships that provide integrated environments.
- ARS will provide counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs.
- ARS will provide workplace readiness training to develop social skills and independent living.
- ARS will provide instruction in self-advocacy and peer mentoring.
- ARS rehab area managers will work with WIOA partners, school districts, and educational co-ops to enhance working relations to effectively provide transitional services.
- ARS will explore hiring a Transitional Coordinator who will implement strategies of enhancing transitional services and providing statewide training to counselors.
- ARS will work with business and industry to establish on-the-job training, apprenticeships, and paid work experiences to prepare students for the workforce.
- ARS will collaborate with WIOA partners and other state agencies to utilize braided funding for services.
- ARS leadership will work with the State Department of Education to strengthen relationships between schools and rehabilitation district managers and counselors.

- ARS leadership will work with school districts throughout the state to facilitate and enhance the working relationships between the local high schools and local rehabilitation district managers and counselors.
- ARS will host Transition Expos across the state to market ARS transition services. ARS will continue to partner with Arkansas Transition Services (ATS) to provide technical assistance with transition planning, and will support the bi-annual state Transition Summit for local transition teams to identify local resources and continue to increase awareness of ARS services. ARS will refer consumers to College Bound Arkansas to prepare transition students with disabilities for college, will continue to sponsor the Annual Youth Leadership Forum (YLF), and will support the annual Disability Awareness activities.
- ARS counselors will contact all special education teachers of students with an IEP prior to or during the junior year, and when there is staff turnover will notify schools as soon as a new counselor is assigned.
- ARS leadership will promote all students with an IEP be provided eligibility determination for VR services before they graduate high school.
- The ARS Field Program and the Arkansas Career Training Institute (ACTI) will continue to expand opportunities for young people with disabilities to participate in the five-week jointly developed Transition Employment Program (TEP) in which students receive a comprehensive assessment/evaluation, OSHA certification training and job readiness and soft-skill development, and three internship rotations at ACTI.
- ARS will continue to partner with the University of Arkansas for Medical Sciences (UAMS), and ACCESS Group, Inc. to increase the number of young adults served in the UAMS Project SEARCH site. In addition, ARS plans to increase the number of Project SEARCH sites to other regions of the state, and will partner with four high schools and St. Vincent's Hospital in Hot Springs, Arkansas.
- ARS will continue to support the youth model site in Fayetteville in partnership with Lifestyles, Inc., Fayetteville Public Schools, and Washington Regional Medical Center.
- Access and Accommodations will work with counselors, educators and employers to assist students with disabilities who utilize assistive technology by providing assessments, consultation, and acquisition as part of the transition process from secondary education to postsecondary education and work.
- Access and Accommodations (AT@Work) in collaboration with Increasing Capabilities Access Program (ICAN, State AT Program) and community partners will provide

training to appropriate staff as it relates to the legal provisions of assistive technology as an accommodation in education and employment settings.

Goal 6: Develop and improve Community Rehabilitation Programs.

- ARS will continue assigning a rehabilitation counselor as a liaison to each CRP in each District.
- ARS district managers will assume a more active role with CRPs to develop more positive working relationships.
- ARS will train CRPs on the WIOA requirements for services to youth and students with disabilities as it relates to Section 511 Limitations on Sub-Minimum Wage.
- ARS will initiate Purchased Service agreements focused on moving CRPs from fee for service to performance based outcomes payments.
- ARS, in partnership with the AR Employment First State Leadership Mentoring Program, will establish technical assistance guidelines focused on CRPs transitioning from facility based services to community based services.
- ARS and ACTI administrators will review the current and future role and function of ACTI in the provision of services designed to assist in meeting the needs of individuals with disabilities.
- ARS will develop short-term and long-range maintenance plans for ACTI.
- ACTI will continue to utilize the Professional Career Performance Program designed to reinforce positive behaviors essential to attaining and maintaining employment.
- ARS will expand the OSHA ten-hour training as a weeklong stand-alone program.
- A Call Center Training program will be designed and implemented to help students gain the foundational skills needed for immediate placement with call centers. ACTI is working with several call centers who have recruited students completing the customer service training. This program will address the challenges some students are experiencing when navigating entrance competency examinations and evaluations.
- A Heavy Equipment Operation program will include a collaborative training agreement with a local two-year college to provide CDL training and licensing as well as a six-week hands-on training on hydraulic excavator simulator.

- ACTI will conduct an annual assessment in conjunction with the triennial needs assessment to determine the optimum adequacy of its programs and infrastructure as a state operated CRP. This includes necessary and critical upgrades to infrastructure and accessibility.

Goal 7: Improve training, resources, and continuing education.

- Significant training and continuing education is recommended by the Comprehensive Needs Assessment for most, if not all, agency personnel in a broad range of areas. ARS will review the needs identified in the Training Needs Assessment conducted by ARS Staff Development and Training.
- Staff Development and Training will coordinate and conduct task force meetings representing a cross section of agency personnel to analyze the identified needs submitted. If appropriate, the trainings will be incorporated into the draft Career Development Enhancement Program as part of the employees' training and education plans.
- Staff Development and Training will use the information from the task force proposed above to make adjustments in the Career Development Enhancement Program for subsequent years.
- Staff Development and Training and ARS Senior Management will ensure the Career Development Enhancement Program is initiated and enforced in subsequent years. Training delivery method will vary depending on the subject matter – all resources available will be considered.
- ARS will train staff on the new services and standards for Community Rehabilitation Programs beginning July 1, 2016.
- ARS will train staff to increase awareness related to Employment First (E1st) Provider Transformation and Integrated Community Based Services as it relates to Community Rehabilitation Programs, Supported Employment Programs, and External Job Placement vendors.
- ARS/ACTI will undertake a feasibility study and memoranda of agreement with Higher Education providers to further the agency's desire to provide continuing education and training for VR consumers wishing to pursue higher accreditation in skilled trades and to enhance employment outcomes.
- Access and Accommodations (AT@Work) in collaboration with Increasing Capabilities Access Program (ICAN, State AT Program) and community partners will provide

training to appropriate staff as it relates to the legal provisions of assistive technology in education and employment settings.

Goal 8: Improve ARS's ability to act as a resource when assisting individuals with disabilities and employers in addressing accommodation needs.

- ARS will reorganize/realign its Special Programs section to better communicate the availability of resources to assist in the accommodation process. As part of this change Special Programs will be renamed Access and Accommodations.
- ARS will rename its Retaining a Valued Employee (RaVE) program to Return to Work/Stay at Work (RTW/SAW). This language is consistent with programs/practices in private/public sector employment and communicates functional intent.
- As part of the Governor's Employment First Task Force, ARS will assume a lead role in the implementation of a RTW/SAW program within Arkansas state government.
- ARS will sufficiently staff its Assistive Technology at Work (AT@Work) program to meet referral demands from the ARS Field Program and RTW/SAW initiative. Staff will have expertise to address accommodation needs in training and employment settings.

Goal 9: Improve service delivery to achieve better outcomes that are efficient and effective for agency customers.

- ARS will ensure the development and implementation of comprehensive training for district managers and counselors to effectively serve consumers.
- ARS will adequately staff the field program to reduce caseloads and allow counselors to devote additional time to direct consumer contact and provision of services.
- ARS will examine the agency referral sources and ensure counselors are trained to provide effective services to consumers with mental health concerns and intellectual/developmental disabilities.
- ARS will increase the role of the rehab area manager in the areas of outreach and marketing at local levels statewide to cultivate positive working relationships with employers, partners, and stakeholders.
- ARS will implement training that will focus on increasing the number of individuals exiting the system with quality employment outcomes.
- ARS will evaluate the Supported Employment services provided statewide and focus on expansion in rural areas.
- ARS will strengthen the relationships with WIOA partners such as Workforce Services, Services for the Blind, Adult Education, and Department of Human Services to better serve agency customers with resources.

- ARS will implement and develop policies for WIOA and provide statewide training for the field program.
- ACTI will evaluate programs on effectiveness and implement new short term programs that give student's competitive training for the 2020 workforce.
- ACTI will implement efficient communication processes with the field program to ensure counselors are aware of ACTI programs.
- ACTI will improve marketing and outreach to employers, schools, and prospective consumers.

(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:

- (A) Identify the strategies that contributed to the achievement of the goals.**
- (B) Describe the factors that impeded the achievement of the goals and priorities.**

The goals and strategies for FY 2014 and FY 2015 are:

Goal 1: To meet or exceed the benchmarks for the state performance accountability indicators under section 116 of WIOA.

Strategy

- ARS successfully employed 3,077 consumers to competitive integrated employment.
- ARS hosted Community Connection Events at each local office, which provided an overview of VR services to business and industry. ARS partnered with local businesses and industry to answer consumer's questions and provide an overview of the labor needs.
- ARS promoted services through radio, newspaper, and other activities to reach potential consumers, which increased the number of referrals.

ARS Performance Standards and Indicators for FY 2014 and FY 2015

Performance Indicator 1.1

The data indicates the number of individuals in Arkansas who achieved an employment outcome increased from 2,917 in FY 2013 to 3,044 in FY 2014 and to 3,077 in FY 2015. This met the federal benchmark of equaling or exceeding performance in the last two fiscal years.

Performance Indicator 1.2

In FY 2014 the data indicates 65.8% of the individuals in Arkansas who exited the VR program after receiving services achieved an employment outcome. In FY 2015 the data indicates 72.4% of the individuals in Arkansas who exited the VR program after receiving services achieved an employment outcome. This exceeded the federal benchmark of 55.8% in both years.

Performance Indicator 1.3

The data indicates the percentage of individuals determined to have achieved an employment outcome, which exited the VR program in competitive, self-employment, or Business Enterprise Program (BEP) employment with earnings equivalent to at least the minimum wage in Arkansas is 98.6% for FY 2014 and 99.5% for FY 2015, which exceeded the federal benchmark of 72.6%.

Performance Indicator 1.4

The data indicates of all individuals who exited the VR program in competitive, self-employment, or Business Enterprise Program (BEP) employment, with earnings equivalent to at least the minimum wage, the percentage who are individuals with significant disabilities in Arkansas is 97.9% in FY 2014 and 98% in FY 2015, which exceeded the federal benchmark of 62.4%.

Performance Indicator 1.5

The data indicates the result for Performance Indicator 1.5 in Arkansas is the ratio of 0.66 in FY 2014 and .64 in FY 2015, which exceeded the federal benchmark of 0.52.

Performance Indicator 1.6

The data indicates the mathematical difference between the percentage reporting their own income as the largest single source of economic support at exit and the percentage reporting their own income as the largest single source of economic support at application in Arkansas is 53.4 for FY 2014 and 56.7 in FY 2015, which met and exceeded the federal benchmark of 53.0.

Standard 2: Equal Access to Services

Performance Indicator 2.1

The data indicates the service rate for all individuals with disabilities from minority backgrounds, as a ratio to the service rate for all non-minority individuals with disabilities in Arkansas is 0.88 for FY 2014 and 0.91 for FY 2015, which exceeded the federal benchmark of 0.80.

ARS Evaluation and Progress on Goal 1

ARS met or exceeded the minimum performance required on all performance standards and indicators during FY 2014 and FY 2015. Performance on standard 1.1 employment outcomes

went from 2,917 to 3,044, a 4.2% increase for FY 2014 and from 3,044 to 3,077, a 2% increase for FY 2015. Performance on standard 2.1 Minority Background Service Rate went from 0.84 to 0.88 in FY 2014 and from 0.88 to 0.91 in FY 2015, which exceeded the minimum standard.

Section 116 WIOA Performance Accountability Measures

ARS is working with the Arkansas Research Center to perform an analysis of historical data to develop baselines for the performance accountability measures, which should be completed in January 2016. These baselines will be used to negotiate benchmarks for the performance accountability measures as listed under section 116 of WIOA, which include:

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 obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
5. 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
6. The indicators of effectiveness in serving employers established pursuant to clause (iv).
7. A State may identify in the State plan additional performance accountability indicators.

Youth

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;
2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program; and
3. The primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i)(iii) Indicator Relating to Credential. For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in

an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.

Goal 2: ARS will use a portion of the funds in compliance with Section 101(a)(18) for the development and implementation of innovative approaches to expand and improve vocational rehabilitation services to individuals with disabilities.

Strategy

- ARS will use a portion of the funds under Section 101(a)(18) for the support of the SRC and/or the SILC.
- ARS will continue Expos across the state to provide marketing of ARS services and outreach to local communities targeting individuals with minority backgrounds and individuals with disabilities who have been unserved or underserved.

ARS Evaluation and Progress on Goal 2

ARS hosted open houses statewide to provide awareness and education of agency services to potential consumers with disabilities, vendors, stakeholders, and business and industry.

ARS hosted Partners in Progress events statewide, which focused on business and industry's needs for personnel. ARS invited employers into local offices to answer questions about potential jobs and openings for ARS consumers who were trained and ready for work.

ARS established OJT cooperative agreements with business and industry to provide career readiness and real life work experiences for consumers.

ARS's marketing strategy significantly improved the VR program's name recognition and resulted in improved referrals and markedly increased employment outcomes over past years.

Goal 3: Increase the availability of Supported Employment (SE) Services to consumers by providing technical assistance to vendors and increasing the number of referrals for SE services.

Strategy

- ARS will continue to collaborate with the Developmental Disabilities Services and Behavioral Health Services agencies to explore methods to use Medicaid Waiver and Medicaid restructuring to expand and improve SE services.

- ARS will continue to provide technical assistance and access to certification for SE providers and standards for job coaches to expand and improve SE services.

ARS Evaluation and Progress on Goal 3

Over a two year period, ARS has increased the number of certified SE vendors by 52% from 35 to 67. In addition, some vendors have satellite SE offices (29) around the state. ARS has assisted 241 individuals in successful competitive integrated employment, which is an increase in successful closures by 78%.

ARS trained 343 participants for job coach certification statewide. The training venue options were in-person or through the new free online job coach training. Some individuals certified were employed by Workforce Development entities. The online training is hosted on the Arkansas Waiver Association website, and includes testing with results forwarded to ARS to certify job coaches and track job coaches by certified vendors.

ARS, in partnership with Vision Quest and the AR Employment First State Leadership Mentoring Program team, developed standard definitions for supported employment services, plus rates and reimbursement methodology through technical assistance received from the Department of Labor, Office of Disability Employment Policy subject matter experts on methods to use Medicaid Waivers and other partners' funds in restructuring for expansion and improvement of SE services. The team includes: The Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), and the Arkansas Department of Education, Special Education Unit (ADE SEU).

ARS collaborated with a group of stakeholders (20) to develop and update the job coach training certificate program. The stakeholders group included new and long standing SE leadership who represented large, small, and rural providers, potential SE providers of developmental disabilities, the Developmental Disabilities Providers Association, the Arkansas Waiver Association, and the Arkansas APSE Association. ARS developed a training program and updated the testing requirements for job coaches. The job coach training website went live in FY 2015

ARS provided training on updates to SE policy requirements in the agency manual updated 1-2014, Basic SE, and 21st Century Supported Employment to 380 participants.

Goal 4: Improve public relations, marketing, information, outreach, and referrals.

Strategy

- ARS will implement the marketing plan to increase awareness of ARS VR services to both private citizens, service providers, and business and industry as recommended in the Comprehensive Statewide Needs Assessment. The goal of the marketing program is to increase employment outcomes to improve performance on the Standards and Indicators.
- ARS will develop outreach strategies designed to improve access to VR services for the state's Hispanic residents living with a disability. Materials and information will be provided in a variety of formats for field personnel to distribute at the local community level. The materials will provide special attention to strategies designed to reach and serve a growing diverse population in the state.
- ARS Expos will provide marketing of ARS services and outreach to local communities targeting individuals with minority backgrounds and individuals with disabilities who have been unserved or underserved.
- ARS will develop educational and informational materials designed to inform potential referral sources about the referral process and the scope of ARS services as recommended in the Comprehensive Statewide Needs Assessment.

ARS Evaluation and Progress on Goal 4

ARS's marketing strategy significantly improved ARS's name recognition and resulted in improved referrals and markedly increased employment outcomes over past years. The ARS Expos, a community centered manifestation of the marketing approach, contributed significantly to the increase in employment outcomes, including the minority communities. ARS will utilize Partners in Progress and Community Connections for outreach in the future.

Goal 5: Improve and expand job development, placement, and employment.

Strategy

- ARS will increase the number of business relations representatives placement specialists employed within the state from 14 to 20 in order to have them available at all Field Services offices and ACTI.
- A statewide advisory group will be established composed of individuals from business and industry, counselors, job placement specialists, and other appropriate professionals to explore participating in the National Employment Team.
- The local business advisory group at ACTI will collaborate with the statewide ARS business advisory group with the goal of expanding job placement and employment outcomes.

ARS Evaluation and Progress on Goal 5

Over FY 2014 and FY 2015, ARS deployed 14 business relations representatives.

The local ACTI business advisory group has successfully assisted with job placement at ACTI. Beginning in July 2013, several members of the advisory group began facilitating internships for ACTI students. Success at these first internship locations has allowed for expansion to other employers in the area. To date over 150 students have been placed in local internships; the program has clearly demonstrated to local employers the viability of consumers served at ACTI to fill competitive employment vacancies; and has resulted in additional closures.

Over the past two years, ARS certified 61 external job placement vendors to assist in the expansion of employment opportunities around the state, which is a 75% increase.

ARS's Project SEARCH employment success rate is 91.7% with the participants receiving employer benefits.

Goal 6: Expand and improve transition services program.

Strategy

- ARS leadership will work with the State Department of Education to insure rehabilitation counselors have ready access to all students with disabilities as recommended by the Comprehensive Needs Assessment.
- ARS leadership will work with the school districts throughout the state to facilitate and enhance the working relationship between the school districts and local rehabilitation district managers and counselors.
- ARS will promote all students reported to have a disability and an IEP be contacted by a transition or rehabilitation counselor prior to or during their junior year of school.
- ARS will promote all students with an IEP will be provided eligibility determination for VR services before they graduate high school.
- ARS policy indicates an IPE will be developed for all eligible students before they exit the school setting.

ARS Evaluation and Progress on Goal 6

- ARS worked in collaboration with Arkansas Transition Services to host Reality Fairs statewide that focused on post-secondary education, budgeting, and dressing for success.
- ARS field counselors were assigned as liaisons for each high school statewide. Each counselor visited the assigned high school twice during the year and provided information on vocational rehabilitation services.
- Eligible transition students had an individualized plan for employment completed by their graduation date.

- ARS participated in Transition Fairs, local Summits, and Centered Planning Meetings to help educate teachers, administration, and parents regarding ARS transitional services.
- In the inaugural class of the ATP/ACTI Transition Employment Program - 100% of the 15 TEP participants completed the five-week program, and successfully completed the OSHA Certification Training to become General Industry OSHA certified. The success of the inaugural class is evidenced by the increase of applicants for summer 2015 TEP from 16 applicants for the pilot class to 42. Through the efforts of ATP and ATS, there is an increase from one to eight in the number of student applicants not served by an ATP counselor.
- The success of the UAMS Project SEARCH adult model is evidenced by the quality of job placements of the inaugural class. The closure rate is 91.7% for first year completers. All are working full-time and the top wage is \$11.86.
- The UAMS Project SEARCH success has contributed to the growth of the Business Advisory Council (BAC), which consists of 18 major employers (Dillard's, Baptist Health Hospital, Embassy Suites, City of Little Rock Parks & Recreation, Maverick Transportation, St. Vincent Health System, UAMS and others).
- ARS leadership approved the request to include the expansion of Project SEARCH in its Legislative Budget request (submitted June 2015). Funding will allow ARS to expand the UAMS Project SEARCH site, continue funding the Fayetteville youth model, and add additional sites in the state over the next five years. ACTI is supporting the UAMS Project SEARCH by providing room, board, recreational activities, and transportation to and from UAMS, which enables more general VR counselors from outside Central Arkansas to refer their consumers to this evidence-based project. This accommodation has assisted ARS in recruiting applicants from across the state.
- Through the PROMISE grant, competitively awarded to only six sites, ARS has had the opportunity to provide meaningful and comprehensive transition services to an additional 1,000 youth selected to participate in AR PROMISE. ARS transition specialists are responsible for serving youth on SSI beginning at age 14, and for providing career readiness training, soft-skill development, career exploration activities, work-readiness training, and administering and/or utilizing skills and needs self-inventories, career interest assessments, and pre-employment training to ensure the two paid work experiences they receive through the Department of Workforce Services are appropriate job matches.
- Through the joint efforts of ATP and ATS, significant progress has been made in piloting the CIRCLES program in fall 2015. All ATP counselors, general VR counselors, and the ATS consultants have been trained.
- By spring 2014, ARS had entered into Memorandums of Understanding (MOUs) with 120 individual high schools; however, these MOUs will be re-negotiated based upon WIOA regulations.

Goal 7: Develop and improve Community Rehabilitation Programs.

Strategy

- ARS will continue assignment of a rehabilitation counselor as a liaison to each CRP in each District.
- ARS district managers will assume a more active role with CRPs for purposes of developing a more positive working relationship as recommended by the Comprehensive Needs Assessment.
- ARS will identify the specific services needed, but not currently provided by CRPs in their area including services for emerging populations and low-functioning consumers as recommended by the Comprehensive Needs Assessment.
- ARS will complete an instrument used to monitor CRPs and the ARS Arkansas Career Training Institute to ensure agency performance standards are met in compliance with the FY 2011 RSA On-Site Monitoring.
- ARS and ACTI administrators and leadership will review the current and future role and function of ACTI in the provision of services designed to assist in meeting the needs of individuals with disabilities.
- A task force representative of a cross section of ARS personnel will convene to analyze current and future needs and to provide input regarding the role and function of ACTI and the nature and scope of services provided.
- ARS will develop short-term and long-range maintenance plans for ACTI.
- ACTI will retain the services of an architectural consultant to improve the efficiency and ability to expedite the process of addressing infrastructural concerns.
- The FY 2013 Comprehensive Needs Assessment recommends ARS continues to work with the RSA to address the identified infrastructure issues and needs to ensure the safety of students and staff and to acquire the federal property and facilities available for the expansion and improvement of services and increase the number of individuals with disabilities served at ACTI.
- ARS will implement replacement of the ACTI water system; acquisition and renovations of the former Army Reserve Building at 200 Reserve St., Hot Springs, Arkansas; and complete removal and build-back process for the concrete wall roof panel on Buildings 53, 54, and 55 at the ARS Arkansas Career Training Institute (ACTI) facility.

ARS Evaluation and Progress on Goal 7

ARS currently has a short-term facility maintenance plan that includes significant maintenance to Building 1, Ross Hall, and the former Army Reserve Building. ARS has retained the services of architectural consultants and the scope of work for the long-range facility plan has been

developed. However, further development of this plan has been delayed until FY 2016 to allow for completion of projects identified in the short-term plan. To date milestones of the short-term plan include completion of build-back of the fascia panels on buildings 53, 54, and 55; completion of all the training areas in the former Army Reserve Building; and completion of infrastructure components of the ACTI campus water system. The remaining construction is limited to the fire suppression components of the water system in buildings 1 and Ross hall. This will be completed in February 2016.

ARS trained 129 individuals on revamping of Community Rehabilitation Program services, which covered information about transitioning from fee for service to performance based outcomes, new draft CRP services, and other states' mandated Employment First Executive Orders. The participants included: ARS field staff, ARS CRPs, ARS SE providers, Developmental Disabilities providers, the Developmental Disabilities Provider Association, the Arkansas Waiver Association, ARS employment vendors and the Department of Education – Arkansas PROMISE grant staff. ARS presented to 113 individuals with disabilities participating in a facility based program about the Americans with Disabilities Act and employment.

During CRP site monitoring visits, ARS outlined the changes in the draft WIOA regarding community based services versus segregated settings, including the use of programs holding subminimum wage certificates.

Goal 8: Enhance collaboration and partnerships with the Workforce Development System.

Strategy

- ARS will collaborate with the Workforce Center staff to increase the ability of ARS staff to conduct intake interviews and take applications in a confidential manner while located at a Workforce Center site.
- ARS district managers will conduct follow-up contacts with Workforce managers to increase and improve working relationships and collaborative efforts.
- ACTI has received approval to provide testing for the Arkansas Department of Workforce Services CRC candidates who are individuals with disabilities. The individuals must be VR consumers. The CRC is the National Career Readiness Certificate developed by ACT. CRC is a national industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success.

ARS Evaluation and Progress on Goal 8

As of September 30, 2015, 391 ARS consumers have attained a career readiness certificate as a result of the collaboration between the Arkansas Department of Workforce Services and ACTI.

ARS counselors attended Workforce Centers biweekly to increase referrals and ARS's presence. Workforce Centers provided counselors office space and telephone and internet connections to help ensure service delivery.

ARS district managers provided PowerPoint presentations about services to employees at the Workforce Centers. Workforce managers provided presentations to ARS employees' statewide regarding workforce services.

ARS district managers are committee members on local workforce committees statewide and provide input regarding ARS services. ARS partnered with Workforce to host job fairs, job summits, and mock interviews to prepare consumers for employment outcomes.

Goal 9: Enhance training and continuing education.

Strategy

- Significant training and continuing education is recommended by the Comprehensive Needs Assessment for most if not all agency personnel in a broad range of areas. ARS will review the needs identified in the Training Needs Assessment conducted by ARS Staff Development and Training.
- ARS will convene a task force as recommended in the Comprehensive Needs Assessment representing a cross section of Agency personnel to analyze the identified needs and to assist in the design of the Training and Education Plan. ARS will consider personnel from the Regional TACE program.
- Staff Development and Training will use the information from the task force proposed above to develop its in-service training proposal for subsequent years.
- ARS will develop and implement a Training and Continuing Education Plan designed to meet these needs.

ARS Evaluation and Progress on Goal 9

The Training Needs Assessment in general indicated soft skills training in a number of areas such as: Dealing with Difficult People, Nonviolent Crisis Intervention (CPI), Team Building, and Conflict Resolution were needed. In addition there was a great need for increased information with job placement. Since 2010 for job placement, ARS has offered Career Development Facilitator (CDF) training, which covers resume writing, career selection, and mock interviews to name a few of the topics.

The ARS task force met on an as needed basis and consisted of district managers and various staff members with collaboration from the regional TACE program.

Staff Development and Training continues to monitor the needs of the agency and will modify the training and education plan as needed.

ARS has a Training and Education Plan utilized by the field staff, and is currently working on a more detailed plan for the clerical support staff. Other professions in the agency have their specific plans and continuing education for their disciplines.

Goal 10 Develop and improve agency Information Technology (IT) to enhance services to individuals with disabilities.

Strategy

- Standardization of equipment and software towards mobile and/or web based options.
- Standardization of IT policy.
- Continuous Training for staff in IT.
- Continue to pursue hiring IT staff to meet agency needs.
- ARS will integrate its core service management system with special programs and ACTI instructional programs client service tracking mechanisms for the purpose of enhanced and comprehensive wrap around services for the state's VR clients.

ARS Evaluation and Progress on Goal 10

IT understands the most commonly used device by Arkansans (when accessing state agency information) is the mobile phone. As a result, the Arkansas Department of Career Education, ARS's parent agency, continues to pursue web-based and mobile ready tools. The Communications Department is developing a new web portal built on responsive design that will adjust to the form factor of the device accessing the agency's information. IT utilized secured, encrypted SaaS (Software as a Service) for the web-based client case management system for Rehabilitation Services.

IT is improving Cybersecurity efforts. All IT Policy is documented as part of the Human Resources personnel documentation and is required to be reviewed, acknowledged, and signed by all employees and their managers. IT plans to utilize, with Dell SecureWorks' staff, Health Insurance Portability and Accountability Act (HIPPA), and Data Privacy Security Awareness training in the coming months. Once in place, each staff person will be required to complete the training modules each calendar year.

IT continues to seek out the necessary training to stay at the forefront of Cybersecurity and over all professional development, and has established an ongoing self-paced training process where staff utilize PluralSight (a computer based training application) to keep up with the latest changes in Active Directory, Server Management, Web, and other job related functions like project management, MS SharePoint, and database management. IT has deployed the Microsoft

IT Academy training for Developers and IT Staff has been trained on Office 365 Administration.

The IT Department continues to need stability. With 85% of its Helpdesk and Network Administration Support outsourced, IT recognizes the need to reinstitute a fully in-house IT Administrative Support Department. Outsourcing the Administrative Support Team has helped to bring in sharper staff with more current skills and training, but the turnover rate of contracted staff remains an area of challenge.

IT conducted a needs assessment for a new student information and client services system to be built by ARS Field Services' Case Management System provider, Libera. However, Libera recently informed ARS it will no longer provide software development for VR. ARS must develop a new plan to integrate core service management. ACTI has hired a new Assistant Administrator, who will be developing a plan for implementing better tracking of students by increasing its access to employment data services available from the Department of Workforce Services.

Outreach

Strategy

The agency implemented the ARS Expo program. The Expos are marketing and outreach programs that inform Arkansas citizens about the availability of ARS services. The Expos provide outreach activities to individuals from minority backgrounds, individuals with the most significant disabilities, and others who are unserved or underserved. The Expos take place in communities across the state and continue from last year to cover the entire state. The Expos include representatives from Field Services, ACTI, Special Programs, and all services components of ARS. Employers are present for job fair activities. Media is used to inform the community about Expo activities. Activities extended beyond the regular work-day hours in order to serve individuals after work hours.

The lessons learned from the ACE/ARS Expo program will be incorporated into all outreach activities. This includes education and outreach to internal and external stakeholders.

ARS will implement the marketing plan to increase awareness of ARS VR services to both private citizens, service providers and business and industry as recommended in the Comprehensive Statewide Needs Assessment. The marketing plan will utilize an approach of direct mail, public service announcements, video and printed materials including a format having continuity of style and color for the various components of the agency. Activities in the marketing plan include outreach to unserved and underserved populations to increase employment outcomes for those populations. The goal of the marketing program is to increase employment outcomes to improve performance on the Standards and Indicators.

ARS Evaluation and Progress

In July of 2012, ARS awarded a contract to a marketing firm to increase awareness of ARS VR services to private citizens, service providers, and business and industry as recommended in the Statewide Comprehensive Needs Assessment. The goal of the marketing program is to increase employment outcomes to improve performance on the Standards and Indicators.

ARS is developing a multi-pronged program for serving the state's Hispanic community. Counselor training sessions have been implemented wherein counselors and professional assessment staff learn the cultural values of the state's Hispanic community and ways to break down cultural and language barriers to accessing VR services. Additionally, transition counselors are working with the state's Hispanic transition consumers encouraging them to consider VR counseling as a career. ARS is developing a statewide strategy with the state's graduate VR programs in higher education to recruit more Hispanic/Spanish speaking students who would subsequently be recruited by ARS.

ARS has fully developed the marketing and branding of VR services delivered by the agency. Agency expos grew in attendance and co-sponsor collaboration, and the agency now has a robust website offering interactive video vignettes enabling the public to learn about every program and service offered by the agency.

(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:

- (A) Identify the strategies that contributed to the achievement of the goals.**
- (B) Describe the factors that impeded the achievement of the goals and priorities.**

The goals from 4.11(c)(4 1) for FY 2014 and FY 2015 were to increase the availability of Supported Employment (SE) Services to consumers by providing technical assistance to vendors and to increase the number of referrals for SE services. The strategy employs technical assistance and key incentives to SE providers, including CRPs that are designed to increase the availability of SE services to consumers. At the same time, the agency will place greater emphasis on proven and innovative supported employment outcomes and integrated community performance based outcomes.

The strategy involves an increased focus on SE outcomes resulting in a competitive wage integrated employment that culminates in a career outcome in contrast to the traditional sheltered employment. Based on WIOA, ARS will update the interagency agreements with the state agencies serving individuals with the most significant disabilities including: The Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), and the Arkansas Department of Education, Special Education Unit (ADE SEU) The agreement places an emphasis on competitive employment as a desirable outcome for individuals with the most significant disabilities including those with developmental disabilities and mental health diagnoses.

ARS is developing additional certification criteria for SE service providers. The criteria include updated requirements for certification and training for job coaches. ARS increased fee schedules and negotiated contracts for services with providers in an attempt to increase service providers, and incentives to service providers, to increase employment outcomes for individuals with the most significant disabilities.

ARS Evaluation and Progress

- Over the last two years, ARS increased SE referral authorizations by 69% (370) with 241 individuals employed as successful 26 closures, which is an increase in successful closures by 78%.
- ARS collaborated with a group of stakeholders (20) to develop and update the job coach training certificate program. The stakeholders group included new and long standing SE leadership who represented large, small and rural providers, potential SE providers of developmental disabilities, the Developmental Disabilities Providers Association, the Arkansas Waiver Association, and the Arkansas APSE Association.

Based on the collaboration, ARS developed a training program and updated the testing requirements for job coaches. The job coach training website went live in FY 2015. ARS hosted job coach certification training at four regional venues and initiated free online training, hosted on the Arkansas Waiver Association website, with a total of 343 participants. The web-based training includes testing with results forwarded to ARS to certify job coaches and track job coaches by certified vendors.

- ARS provided training to 380 participants on updates to SE policy requirements in the agency manual updated 1-2014, Basic SE, and 21st Century Supported Employment.
- ARS, in partnership with Vision Quest and the AR Employment First State Leadership Mentoring Program team, developed standard definitions for supported employment services. In addition established rates and reimbursement methodology through technical assistance received from the Department of Labor, Office of Disability Employment Policy subject matter experts on methods to use Medicaid Waivers and other partners' funds in restructuring for expansion and improvement SE services. The team includes: The Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), and the Arkansas Department of Education, Special Education Unit (ADE SEU).

Over a two year period, active SE cases went from 278 in FY 2013 to 603 in FY 2015, a 46% increase in individuals served.

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.

ARS is working with the Arkansas Research Center to perform an analysis of historical data to develop baselines for the performance accountability measures, which should be completed in

January 2016. These baselines will be used to negotiate benchmarks for the performance accountability measures as listed under section 116 of WIOA.

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

Title I funds for Innovation and Expansion are reserved and used to support the SRC in the annual resource plan. Title I funds are also used, along with funds from the Division of Services for the Blind, to support the SILC annual budget. Innovation and Expansion funds supported ARS community forums, called ACE/ARS Expos, in FY 2014 and FY 2015 in several communities. The Expos are marketing and outreach efforts to reach individuals with disabilities, parents, community leaders, schools, and businesses in the community. The Expos are a combination outreach and job fair with booth displays of ARS field services, transition services, assistive technology, Arkansas Career Training Institute, Adult Basic Education, and employers.

(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.

(2) The timing of the transition to extended services

ARS continues initiatives to expand and improve Supported Employment (SE) Services for individuals with the most significant disabilities throughout the state. ARS, in partnership with WIOA partners and other state agencies, are reviewing Employment First status for the state of AR. ARS will be updating Interagency Agreements with the state agencies serving individuals with the most significant disabilities or providing employment related services available to individuals with disabilities.

The partners collaborating with ARS include: The Department of Human Services Divisions of Developmental Disabilities Services (DDS), Behavioral Health Services (DBHS), Services for the Blind (DSB), Medical Services (DMS), Aging and Adult Services (DAAS), Department of Workforce Services (DWS), and the Arkansas Department of Education, Special Education Unit (ADE SEU). These agreements emphasize competitive integrated employment as a desirable outcome for individuals with the most significant disabilities and the partnership, roles and responsibilities between the agencies.

Another Purchased Service Agreement is in place with SE service vendors to implement strategies to expand the SE system including job placement services and extended services. Strategies include increasing the number of vendors offering SE and job placement statewide through enhanced incentives; utilizing a performance based approach with CRPs and SE providers; revised CRP fee schedules; and commitment from partnering state agencies to emphasize employment as a high priority outcome as a result of the Governor's Executive Order Employment First Initiative for People with Disabilities.

- ARS collaborated with a group of stakeholders (20) to develop and update the job coach training certificate program. The stakeholders group included new and long standing SE leadership who represented large, small, and rural providers, potential SE providers of

developmental disabilities, the Developmental Disabilities Providers Association, the Arkansas Waiver Association, and the Arkansas APSE Association. ARS developed a training program and updated the testing requirements for job coaches. The job coach training website went live in FY 2015.

- ARS hosted job coach certification training at four regional venues and initiated the free online training with a total of 343 participants. Also, a free web-based job coach certification training, hosted on the Arkansas Waiver Association website, was initiated. The web-based training includes testing with results forwarded to ARS to certify job coaches and track job coaches by certified vendors.
- ARS provided training on updates to SE policy requirements in the agency manual updated 1-2014, Basic SE, and 21st Century Supported Employment to 380 participants.
- ARS, in partnership with the DHS Division of Developmental Disabilities Services and other state partners, has extensively reviewed the current MOU's and will initiate revised MOU's based on the WIOA, and new rates and reimbursement methodology created through the Department of Labor, Office of Disability Employment "Vision Quest" initiative for Infusing Integrated Employment in Medicaid Waiver and State Plan Options.

Over a two year period, active SE cases went from 278 in FY 2013 to 603 in FY 2015, a 46% increase in individuals served.

ARS provides Supported Employment (SE) Services in compliance with the Definitions in the Act based on a determination of the needs of an eligible individual, as specified in an individualized plan for employment. When job training is provided, it is provided on-site.

SE services include placement in a competitive integrated setting for the maximum number of hours possible based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of individuals with the most significant disabilities. SE providers are utilized statewide. All providers of SE services to consumers of ARS agree in writing to provide extended services for the consumer as long as the consumer has the current job. The timing of the transition from employment to extended services is immediate. Extended services begin immediately after the case is closed status 26 when the employment outcome is achieved.

Department of Human Services – Division of Services to the Blind

VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan ² must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

- (a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:**

² Sec. 102(b)(2)(D)(iii) of WIOA

- (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;
- (2) the Designated State unit's response to the Council's input and recommendations; and
- (3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

DSB Response: This agency is an independent commission.

(b) Request for Waiver of Statewideness. When requesting a waiver of the statewideness 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) 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;
- (2) the designated State unit will approve each proposed service before it is put into effect; and
- (3) requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

DSB Response: This agency **has not** requested a waiver of statewideness.

(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;
- (2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
- (3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
- (4) Noneducational agencies serving out-of-school youth; and
- (5) State use contracting programs.

DSB Response: The Department of Human Services Division of State Services for the Blind (DSB) has cooperative agreements with the following agencies not carrying out activities under the statewide Workforce Investment system:

Arkansas Educational Television Network
 Arkansas School for the Blind and Visually Impaired
 33 Institutions of Higher Education
 Arkansas Department of Education, Special Education
 Educational Services for the Visually Impaired
 DHS Division of Aging and Adult Services
 DHS Division of Behavioral Health

DHS Division of Children and Family Services
DHS Division of County Operations
DHS Division of Developmental Disabilities Services
DHS Division of Community Service and Nonprofit Support
DHS Division of Youth Services

Coordination with DHS

Co-location - DSB serves all 75 counties in Arkansas, and VR counselors have base offices in DHS offices in 10 geographic locations around the state. Referrals may be made directly to the appropriate DSB field office serving the individual's community or through the DSB Central Office.

Leadership Training - DSB coordinates with other DHS Divisions by, including but not limited to, participating in "Leadership in a High Performance Culture" workshops and other training for managers and supervisors.

Mental Health – DSB coordinates with the DHS Division of Behavioral Health Services, the DHS Division of Medical Services, and the University of Arkansas for Medical Sciences and sends a representative to meetings of the Arkansas Children's Behavioral Health Care Commission.

Access – The DSB State Rehabilitation Technologist participates in the Accessibility Work Group which meets monthly to discuss accessibility issues with websites and software applications used by state employees. The group is comprised of technology staff from each of the DHS divisions.

The DSB Business and Technology Unit continues to coordinate with the DHS Office of Systems and Technology to ensure its Data Loss Protection (DLP) project does not take any action that would affect access to adaptive software and accommodations by DHS employees who are blind or visually impaired.

The DSB Business and Technology Unit has tested accessibility on the AWARE data management system project, Office 365, and 508 Enhancements, a national project that will assist individuals who are blind or visually impaired in using Microsoft Share products. DSB has a DHS Share account and expects the 508 Enhancements project to benefit its employees who are blind or visually impaired. The DSB State Rehabilitation Technologist has been involved in testing some Google mail and Google apps, working with some other states that are migrating to put their emails out on the Google system. DSB will be using an internal Office 365 cloud program through DHS.

Assistive Technology Coordination

Assessments for assistive technology are done by the DSB Business and Technology Unit, which has trained VR Counselors to install computer equipment and perform other technology-related tasks, so that they can provide basic technology support to participants in their respective geographic areas statewide. This initiative also expanded the capacity of the DSB Business and Technology Unit.

DSB has formed partnerships with businesses that will train counselors on new assistive technology. DSB is among the agencies and organizations tasked with implementing the 21st Century Communications and Video Accessibility Act in Arkansas. Its partner World Services for the Blind has been designated to distribute technology equipment under the federal legislation. Through the Act, participants will be exposed to more technology available to assist them in their daily lives, job searches and workplaces.

DSB continues to collaborate with the Arkansas Library for the Blind and Physically Handicapped (ALBPH) and maintains a number of digital recorders to be used by staff to teach participants how to access digital talking books, both by standard mail distribution and through the Braille and Audio Reading Download (BARD) website. Additionally, available technology services can be offered and augmented by DSB's technology staff and lab.

Coordination of Deaf-blind Services

Each year DSB coordinates with the Governor's Office, the Department of Education, Arkansas Rehabilitation Services Office of Services for the Deaf and Hard of Hearing, and related consumer groups to proclaim and celebrate the last week of June as Helen Keller Deaf-blind Awareness Week and observe her birthdate June 27. A deaf-blind consumer is chosen to accept the proclamation from the Governor at the State Capitol.

DSB has a cooperative agreement with Arkansas Rehabilitation Services to have dual caseloads in regard to participants who are deaf-blind. DSB provides blindness services and ARS addresses deafness needs.

Coordination with United States Department of Agriculture

DSB refers participants to commodity programs and the Supplemental Nutrition Assistance Program, which are under the United States Department of Agriculture (USDA).

Outreach Efforts

DSB continues its efforts to increase VR awareness and referrals and does outreach, not only to participants, but also to minority organizations and the general public. DSB participates in health, job, and transition fairs by having informational exhibits. VR Counselors do presentations at eye clinics, medical seminars, hospital in-service trainings, schools, public libraries, Chambers of Commerce, civic clubs, DHS offices, churches, driver improvement classes, and colleges/universities/technical institutes.

Counselors meet with diabetic support groups; businesses with high numbers of immigrants and minorities; eyeglass retailers; faith-based non-profits; farms and agricultural-related businesses; pharmacies; and numerous local organizations around the state to educate them about DSB services and referrals.

DSB staff attend events at Arkansas Lighthouse for the Blind, World Services for the Blind, the Little Rock Job Corps facilities, and Goodwill Industries of Arkansas. DSB staff are made aware that referrals can be made as needed to Laity Involved in Free Transportation (LIFT), a volunteer program through the First United Methodist Church of Little Rock, which provides free transportation services to individuals in Little Rock and North Little Rock who have no other means of transportation to doctor appointments and medical treatments.

Emergency Preparedness Collaborations

DSB collaborates with organizations charged with developing strategic plans for emergency preparedness; response and recovery; and maintenance of services in the aftermath of a disaster. DSB was involved in the initial development of the DHS Business Continuity and Contingency Plan (BCCP), which addresses continued operations in the event of a disaster. DSB reviews the BCCP annually and updates the agency's part of the plan as needed.

Coordination with Blind Agencies/Organizations

DSB collaborates with the following organizations, agencies, and non-profits through their participation on the DSB board and in the day-to-day provision of services to participants: the Arkansas Lions; Arkansas Affiliate National Federation of the Blind (NFB); Association for Education and Rehabilitation of the Blind and Visually Impaired (AER); World Services for the Blind (WSB); Arkansas Association of Blind Business Enterprise Managers; the Blinded Veterans Association; Arkansas School for the Blind and Visually Impaired (ASBVI); and the Arkansas Chapter American Council of the Blind (ACB). The Disability Rights Center (DRC) and the Arkansas Independent Living Council (AILC) are routinely scheduled for presentations at each board meeting. Time is also scheduled every quarter for consumer input during DSB board meetings.

The DSB Director is a member of the AILC and Workforce Services boards. DSB staff and DSB Board members attend ACB, NFB, WSB, and AER local, state and/or national activities/events. DSB representatives are frequently asked to be presenters at these organizations' annual state conferences, and representatives from these organizations are frequently invited to be presenters at DSB meetings and conferences. Some DSB staff are members of these organizations. VR Counselors participate in staffings regarding their participants at WSB. Arkansas Lions Clubs assist DSB with local presentations for the annual area Consumer of the Year (COY) awards. In areas where there are no Lions Clubs, DSB coordinates COY presentations with Kiwanis, Rotary, or Chambers of Commerce. DSB continues to work closely with consumer groups.

Each year DSB coordinates a White Cane Safety Day planning committee composed of the agencies and organizations involved in blindness issues. The committee includes representatives from the University of Arkansas at Little Rock Department of Counseling, Adult Education, and Rehabilitation Education; Educational Services for the Visually Impaired (ESVI); WSB; Arkansas Lighthouse for the Blind; Arkansas Regional Library for the Blind and Physically Handicapped; Arkansas Lions Eye Bank and Laboratory; NFB; Central Arkansas Veterans Healthcare System; Arkansas School for the Blind and Visually Impaired; Arkansas Lions; ACB; and AER. White Cane Safety Day has been observed every year since President Lyndon B. Johnson signed it into law in 1964. The event is part of October's Blindness Awareness Month. The Arkansas Governor's Office issues a proclamation proclaiming October 15 as White Cane Safety Day, and the planning committee plans an observance event each October on or near that date that draws participants from across the state. The white cane is an important tool and a symbol of independence, because it increases mobility for people who are blind or visually impaired. The white cane also raises awareness for pedestrian safety.

Support Groups

DSB staff are knowledgeable about support groups, which are located around the state in El Dorado, Fayetteville, Hot Springs, Jonesboro, Little Rock, Mountain Home, Ozark, Paragould, Pine Bluff, Springdale, Harrison, and Texarkana. VR Counselors are available to speak to support groups on vocational topics.

Coordination with Education-related Partners

In June of each year, DSB conducts Jump Start, a statewide career development program for high school students who are blind or severely visually impaired. About 22 students from across the state are accepted into the program each year. DSB coordinates with the Arkansas School for the Blind and Visually Impaired (ASBVI) in the planning and operation of Jump Start. ASBVI holds its summer learning program for youth under age 14 at the same time that DSB has Jump Start for high school students, so the two agencies share cafeteria staff, infirmary nurses, and security guards, and at least one ASBVI staff member is assigned to assist during Jump Start. DSB houses the students at ASBVI during the week (students go home on weekends). The three-week program is designed to expose Jump Start students to the world of work and assist them in transitioning from high school to employment or post-secondary education. Students are placed in part-time jobs appropriate for their skills, abilities, and interests. They go to work in the mornings and in the afternoons and evenings participate in educational and recreational activities. Students learn independent living and job readiness skills; computer technology; and, if needed, orientation and mobility skills. Jump Start increases the students' confidence, social skills, and self-esteem. It also strengthens DSB's relationship with ASBVI.

DSB continues to coordinate services with Educational Services for the Visually Impaired (ESVI). DSB includes ESVI as an integral partner in Parent Summits for students who are blind or visually impaired and their families. Parents learn information aimed to ease their concerns

about students transitioning from high school to college; the educational rights of students who are blind or visually impaired; and the resources and services available to them.

Relationships with ESVI are also strengthened by outreach and coordination initiatives that consist of sending information by mail and email to ESVI Regional Certified Vision Consultants at least twice a year, in the fall and winter months. VR Counselors and their assistants serve as agency contacts.

DSB is a charter member in the Arkansas Interagency Transition Partnership (AITP), which coordinates transition services and discusses related issues. AITP has representatives from agencies and organizations, including, but not limited to Arkansas Transition Services (ATS), Arkansas Rehabilitation Services (ARS), Arkansas Transition Program (ATP), Department of Human Services (DHS), Division of Disability Services (DDS), DSB, parent centers, the private sector, and public and private schools. AITP involves transition agencies and organizations at a state level through quarterly meetings and shares information through its website. AITP will hold a Summer Agency Connections conference in summer of 2016 in Little Rock and sponsors bi-annual Transition Summits. DSB sends representatives to these conferences. As a part of AITP at the local level, DSB reaches out to Local Education Area Supervisors in the school districts across the State to strengthen the relationship between the Department of Special Education and DSB. Each DSB regional office maintains a contact list for all secondary schools in its service area and regularly sends information by mail and email to contacts on the list. VR Counselors and their assistants serve as agency contacts. This process gives schools a pathway for increased communications with DSB.

The DSB Director, the Staff Development Coordinator, and an Area Supervisor meet annually with the University of Arkansas at Little Rock Advisory Board to ensure that DSB is involved with their planning for higher education needs.

Business Partnership Development

DSB continues its participation in the Regional VR Business Network (ReVrb), a group established by the Technical Assistance and Continuing Education (TACE) Center to work on particular issues between vocational rehabilitation and business.

Crime Victims

DSB is actively involved in the Crime Victims with Disabilities Council, a subset of Partners for Inclusive Communities-University of Arkansas Medical Sciences.

Additional Information: Cooperation with Agencies within the Statewide Workforce Investment System

DSB has cooperative agreements with local Workforce Investment Boards, which are updated as necessary. DSB also has cooperative agreements with the Department of Workforce Services (DWS) and Arkansas Rehabilitation Services (a general agreement and a deafblind agreement).

DSB, ARS, the DHS Division of Developmental Disabilities Services (DDS), the DHS Division of Behavioral Health Services (BHS), and the Arkansas Department of Education (ADE), Special Education Unit (SEU), Transition Unit are partners in a cooperative agreement outlining responsibilities and the provision of services, including supported employment, to transition-aged participants.

DSB is an active participant in the Governor's task force to increase the hiring of state employees with disabilities.

The DSB Director serves on the Arkansas Workforce Investment Board, which meets quarterly, and VR Counselors are members of the local Workforce Investment Boards, which meet quarterly across the state.

DSB continues to support its 17 accessible kiosks for participants at Workforce Center locations. The original 10 kiosks were placed in the same cities where DSB has offices; the second set of seven kiosks were placed in cities with either two-year or four-year Institutions of Higher Education. The kiosks provide participants the same access to the Internet to search for jobs as a sighted person seeking services from Workforce.

(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.**
- (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;**
 - (B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;**
 - (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;**
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.**

DSB Response: DSB has a cooperative agreement with the Arkansas Department of Education, Special Education, regarding transition services to students who are blind or severely visually impaired and are in public schools, including Arkansas School for the Blind and Visually Impaired (ASBVI). The interagency agreement with the Department of Education outlines the roles and responsibilities, financial responsibility, determination of lead agency, and qualified personnel.

DSB also has cooperative agreements with:

- Arkansas School for the Blind and Visually Impaired
- Arkansas School for the Deaf and Hearing Impaired
- Educational Services for the Visually Impaired (ESVI)
- 33 Institutions of Higher Education

DSB counselors assist participants in developing Individual Plans for Employment (IPE's) before students determined to be eligible for vocational rehabilitation services leave the school setting.

In regard to the development and approval of IPE's, all DSB participants, including transition students, receive services based upon their IPE. The counselor and the participant and/or a representative, as appropriate, develop the IPE jointly and mutually approve its contents. The IPE must be designed to achieve the specific employment outcome chosen by the individual and be consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice. The services, service providers, and all activities selected by the participant must be necessary to meet the employment outcome goal. The VR Counselor communicates with the participant and other service providers, such as ARS, to avoid duplication of services and to ensure consideration of comparable benefits, where applicable.

DSB is a charter member in the Arkansas Interagency Transition Partnership (AITP), which coordinates transition services and discusses related issues. AITP has representatives from agencies and organizations, including, but not limited to Arkansas Transition Services (ATS), Arkansas Rehabilitation Services (ARS), Arkansas Transition Program (ATP), Department of Human Services (DHS), Division of Disability Services (DDS), DSB, parent centers, the private sector, and public and private schools. AITP involves transition agencies and organizations at a state level through quarterly meetings and shares information through its website. AITP will hold a Summer Agency Connections conference in the summer of 2016 in Little Rock and sponsors bi-annual Transition Summits. DSB sends representatives to these conferences. As a part of AITP at the local level, DSB reaches out to Local Education Area Supervisors in the school districts across the State to strengthen the relationship between the Department of Special Education and DSB. Each DSB regional office maintains a contact list for all secondary schools in its service area and regularly sends information by mail and email to contacts on the list. VR Counselors and their assistants serve as agency contacts.

DSB has seven designated pre-employment transition services counselors to reach participants throughout the state.

Secondary schools invite DSB to Individualized Education Plan (IEP) meetings to be part of the planning team to assist education agencies in preparing students who are blind or severely visually impaired for transition from school to post-school activities, such as employment, training, supported employment, and other VR services. The IEP outlines the roles and responsibilities of DSB, the student, the school, and any other agency/organization involved in providing transition services.

In June of each year, DSB conducts Jump Start, a statewide career development program for high school students who are blind or severely visually impaired. About 22 students from across the state are accepted into the program each year. DSB coordinates with the Arkansas School for the Blind and Visually Impaired (ASBVI) in the planning and operation of Jump Start. ASBVI holds its summer learning program for youth under age 14 at the same time that DSB has Jump Start for high school students, so the two agencies share cafeteria staff, infirmary nurses, and security guards, and at least one ASBVI staff member is assigned to assist during Jump Start. DSB houses the students at ASBVI during the week (students go home on weekends). The three-week program is designed to expose Jump Start students to the world of work and assist them in transitioning from high school to employment or post-secondary education. Students are placed in part-time jobs appropriate for their skills, abilities, and interests. They go to work in the mornings and in the afternoons and evenings participate in educational and recreational activities. Students learn independent living and job readiness skills; computer technology; and, if needed, orientation and mobility skills. Jump Start increases the students' confidence, social skills, and self-esteem. It also strengthens DSB's relationship with ASBVI.

Responsibilities

DSB is both a DSU and a DSA. DSB is also a division within the Department of Human Services. DSB has an RSA-approved agreement with the Department of Education/Special Education, which provides information on financial responsibilities, the lead agency, and qualified personnel.

Outreach Procedures

DSB continues to follow directives to improve communication with schools. Field Services Directive 08-06 was developed for contacting schools and distributing information at least semi-annually. Per the directive, each DSB regional office maintains a contact list for all secondary schools in its service area and sends letters and information to contacts on the list. In 2011 an email option was added. This process gives schools a pathway for increased communications with DSB.

- (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.**

DSB Response: DSB develops agreements in response to: (1) state and federal laws and regulations, (2) results of needs assessments, (3) suggestions from consumer groups, and (4) recommendations of staff and stakeholders including those in the Workforce Services arena. DSB uses the RSA guideline template to develop cooperative agreements.

DSB has been a long-standing partner with the Arkansas Deafblindness Project, formerly known as the Deaf/Blind Consortium. DSB refers participants to the Deafblindness Project. DSB serves on the Arkansas Advisory Committee for the Deafblindness Project, which provides training for parents and professionals to foster stronger partnerships among agencies who work with this population. The Deafblindness Project maintains a deafblind registry and requests related information from DSB.

DSB is an affiliate of the Helen Keller National Center. DSB operates the Arkansas Information Reading Services (AIRS), which began as a private non-profit organization and is now part of the state agency. The organization's founders formed Friends of AIRS (FAIRS) to continue its support of the station. DSB leases facilities for AIRS from the Arkansas Educational Television Network (AETN), which provides DSB with in-kind services in the form of engineering services and other technology.

(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.

DSB Response: DSB provides SE services through World Services for the Blind, Easter Seals, Job Connections, and Goodwill Industries.

DSB, Arkansas Rehabilitation Services (ARS), the DHS Division of Developmental Disabilities Services (DDS), the DHS Division of Behavioral Health Services (BHS), and the Arkansas Department of Education (ADE), Special Education Unit (SEU), Transition Unit are partners in a cooperative agreement outlining responsibilities and the provision of services, including supported employment, to transition-aged participants. The agreement produced an interagency steering committee which worked on supported employment issues. During its formulation, the steering committee was facilitated by the EmployAbility Project, a Medicaid Infrastructure Grant (MIG) program that was housed in the DHS Division of Aging and Adult Services.

Extended Services

Each of the SE services providers: World Services for the Blind, Easter Seals, Job Connections, and Goodwill Industries, will be responsible for extended services for up to 24 months.

(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

(2) transition services, including pre-employment transition services, for students and youth with disabilities.

DSB Response: DSB has designated a minimum of 26% of the workday of each counselor to be devoted to developing internships, on-the-job training, job shadowing, and volunteer job site opportunities for all participants. DSB counselors serve as business consultants, because they are most familiar with the skills, training, and capabilities of their clients. This activity is done with the interest of the participant in mind. Counselors seek out employers who have career matches that meet the interest and abilities of the participant or it is done with the aspirations and future goals of the participant in mind. This way more territory is covered and the counselors can match potential careers to the individuals they directly support. DSB currently has 24 counselors performing this function. Counselors conduct outreach to businesses and provide information and demonstrations on accommodations and technology to employers. DSB tracks all business contacts and is working on a common system in conjunction with all the workforce partners to have a shared platform of business leads. DSB counselors play a significant role in sharing the business needs with other partners and, in turn, have access to other business leads developed by workforce partners.

Additionally, DSB has reached out to larger businesses to develop job site training placements and direct hire opportunities for DSB participants. DSB is currently working with Children's Hospital and Verizon Wireless on expedited interviews for candidates that meet the education and skill needs of these companies for current vacancies. Candidates are given an opportunity to demonstrate their knowledge and skills, once selected on-the-job training is arranged. DSB has also arranged for internship opportunities within state government and will continue to expand this project.

In regards to pre-employment transition services, tours and informational interviews of large employers like Fed-Ex, Heifer International, Wal-Mart Distribution Centers and JB Hunt have been arranged to expose students and youth to real world opportunities within the State.

Through an agreement DSB has with World Services for the Blind and Arkansas Lighthouse for the Blind, pre-employment transition students and youth are exposed to work experiences within a call center environment, a manufacturing environment, and computer applications.

(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;

- (2) the State agency responsible for providing services for individuals with developmental disabilities; and**
- (3) the State agency responsible for providing mental health services.**

As part of DHS, DSB enjoys close working relationships with the DHS Division of Medical Services (DMS), which houses Medicaid; the DHS Division of Developmental Disabilities (DDS); and the DHS Division of Behavioral Health Services (BHS). DSB has cooperative agreements outlining responsibilities and the provision of services with the DDS and DBHS. A similar agreement is being formulated for the provision of services to State Medicaid recipients is underway. DSB coordinates services with DBHS, DMS, and the University of Arkansas for Medical Sciences and sends a representative to meetings of the Arkansas Children’s Behavioral Health Care Commission.

(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

(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:

- (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;**
- (ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and**
- (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.**

DSB Response: The Arkansas Division of State Services for the Blind (DSB) supports a Comprehensive System of Personnel Development (CSPD) as required by Section 101(a)(7) of the Rehabilitation Act Amendments of 1992. DSB’s CSPD Plan is aimed at securing and maintaining an adequate supply of qualified rehabilitation professionals and paraprofessionals to provide rehabilitation services to blind and severely visually impaired individuals. DSB requires VR Counselors to be certified by the Commission on Rehabilitation Counselor Certification (CRCC) or at minimum be qualified to be certified and working toward

certification. These state standards are consistent with national standards requiring recognized certifications for personnel providing vocational rehabilitation services.

Procedures for evaluating progress:

The DSB Staff Development Coordinator, Field Services Administrator, and Area Field Supervisors monitor progress by staff to meet CSPD standards. An employee that declares retirement receives a lower priority in attaining the CSPD standard, but is required to complete a designated course which will increase expertise. Counselors have established timeframes (seven years from date of hire) to meet the requirements or face reclassification and demotion or other measures. Vocational Rehabilitation Counselors receive priority in training for CSPD requirements. The spring 2013 legislative session gave DSB the authority to pay tuition for its VR Counselors working on their CRCs. DSB is developing legislation to expand this opportunity to Area Field Supervisors, since they are also required to meet certification standards.

DHS Division of Services for the Blind is dedicated to ensuring an adequate supply of qualified professionals and support staff. DSB has a strong commitment to providing and making available training programs especially for staff that provide direct services to participants.

Current Staffing Levels

DHS Division of Services for the Blind has sufficient staff on hand to staff the VR Program. DSB works aggressively to fill vacancies promptly. DSB has 30 authorized VR Counselors. Field Services has 23 support staff. In Counseling and Guidance, there are 6 CRC ccounselors. DSB has 30 extra help positions.

Caseload Data

The 30 VR caseloads had an average caseload of 88 individuals as of October 1, 2013, with a statewide total of 1,148 active cases and a total of 1,690 served during the preceding 12 months.

Projected Number of Replacement Staff in the Next Five Years

DSB anticipates an elevated level of retirement among its experienced staff in the next five years. It is expected that there will be a fairly regular replacement rate for staff during the next five years.

	Total Positions Filled	Current Vacancies	Projected Vacancies over the next 5 years
The number of staff on hand as of the December 2015 DSB Board meeting and projected annual number of replacements			

by category are
as follows:

Category

Administrative Staff	13	1	3
Counselor Staff	37	10	2
Staff Supporting Counselor Activities	9	3	0
Other Staff	7	2	0

(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;**
- (ii) the number of students enrolled at each of those institutions, broken down by type of program; and**
- (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.**

DSB Response: The Staff Development Coordinator maintains contact with the institutions of higher education and gathers data. The Coordinator reports this data to the Field Services Administrator and the Assistant Director. Below is the most recent information available from the institutions of higher education that have programs preparing vocational rehabilitation professionals:

The University of Arkansas at Little Rock (UALR) offers a Masters in Rehabilitation Counseling Education (RCE) with an Emphasis in Rehabilitation Counseling. The Masters in Rehabilitation Teaching (MRT) program has been dissolved, but the Orientation and Mobility (O&M) program will continue. Both the RCE and O&M programs are housed in the Counseling, Adult and Rehabilitation Education (CARE) degree Masters of Arts.

The RCE program at UALR has 135 students enrolled. Of these students there are 52 full-time, 83 part-time, 30 who are minorities, and 47 with disabilities. Of the 39 students who graduated in 2013, 15 are employed in state vocational rehabilitation; 10 are in non-profit rehabilitation; three are employed at the U.S. Department of Veterans Affairs Vocational Rehabilitation and Employment program; one is employed in a federal agency working with veterans counseling; two are in a private for-profit rehab setting; four are employed in for-profit or non-profit agencies providing mental health services; and four are employed in substance abuse treatment programs.

The O&M program has a total of 63 students, all enrolled part-time. Of these, five are minorities, 54 are female, nine are male, and five are students with disabilities. Of the eight students who graduated this year, seven are employed by state or private rehabilitation agencies and six of those are employed out of state.

The University of Arkansas at Fayetteville (U of A) offers a Masters in Rehabilitation Counseling through the Rehabilitation Education and Research Program housed in the Department of Rehabilitation, Human Resources and Communication Disorders. Of the 36 students enrolled, there are 32 full-time students, four part-time students, 11 students that are minorities, 13 males, 26 females, and 19 students with disabilities. Of the 17 graduates, nine are employed in vocational rehabilitation for state and federal agencies, primarily the Veterans Administration; five are employed in private not-for-profits; one is employed in private for-profit rehabilitation; and two are pursuing doctoral degrees.

Arkansas State University (ASU) at Jonesboro offers a Masters Rehabilitation Counseling program, which is housed in the Psychology and Counseling Department. Of the 17 students enrolled, there were 13 full-time, including three with disabilities and four who are minorities, and there were four part-time students, including one with a disability and two who are minorities. In 2013, there were six graduates. Of these, 50% (three) are working in community counseling agencies, one has been accepted into a doctoral program to pursue a PhD in Rehabilitation, one is taking some time off to spend with family, and one is currently looking for work.

DSB has had students enrolled online at the University of North Texas (UNT) through a Comprehensive System of Personnel Development (CSPD) grant that UNT received in 2009 with the agreement that it would fund a limited number of VR Counselors outside of Texas. DSB does not currently have any counselors enrolled in the UNT program.

University of Arkansas at Pine Bluff (UAPB) and Arkansas Tech University (ATU) at Russellville do not offer Master's degree programs in Rehabilitation Services, but do offer Bachelor degree programs in Rehabilitation Science.

(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.

DSB Response: DSB has cooperative agreements with each of the 33 colleges/universities in Arkansas in order to promote the coordination and facilitation of efforts between the designated state unit and institutions of higher education.

To address current needs for qualified personnel, the DHS personnel office posts DSB vacancies on the DHS website, the state employment website arstatejobs.com, the DHS Intranet site, the statewide newspaper, Workforce Services offices, other state agencies, and college and university recruitment bulletins. It also sends job notices to the Arkansas American Council of the Blind and the National Federation of the Blind for distribution. Recruitment efforts are ongoing to the 15 fully accredited graduate programs within TACE Region VI, including Arkansas colleges and universities in the region and those with a historically predominate minority enrollment. Universities in Arkansas with Rehabilitation Counseling Programs include:

Institution: University of Arkansas at Little Rock (UALR)

Location: Little Rock

Programs: Masters in Rehabilitation Counseling Education (RCE) with Emphasis in Rehabilitation Counseling

Institution: University of Arkansas at Fayetteville (UofA)

Location: Fayetteville

Programs: Masters in Rehabilitation Counseling and doctoral degrees in Rehabilitation and in Counseling Education

Institution: Arkansas State University (ASU)

Location: Jonesboro

Programs: Masters in Rehabilitation Counseling

Institution: University of Arkansas at Pine Bluff (UAPB)

Location: Pine Bluff

Programs: Bachelor degree in Rehabilitation Science

Institution: Arkansas Tech University (ATU)

Location: Russellville

Programs: Bachelor degree in Rehabilitation Science

- (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**
 - (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.**

DSB Response: The Arkansas Office of Personnel Management (OPM) continues to recommend the minimum qualifications, job descriptions and salary rates for specific classifications, based upon labor market surveys, which are then reviewed and approved by the legislature. The spring 2013 legislative session gave DSB the authority to pay tuition for its VR Counselors working on their CRCs. DSB is exploring ways to assist Area Field Supervisors with the costs of tuition to meet CSPD standards.

Internships are available to students in the rehabilitation programs across the state. In FY 2015, DSB had seven interns to include 5 females and two males. One minority female from the Masters in Rehabilitation Counseling program from Arkansas State University has been hired full-time.

DSB recruits, and, to the degree possible, hires counselors with a Master's Degree in Rehabilitation Counseling or other closely related degree. DSB implements individual education plans for existing personnel to be retrained to meet certification standards for Certified Rehabilitation Counselor (CRC) and Licensed Professional Counselor (LPC). Counselors have seven years to meet CSPD requirements from date of hire.

As of the December 2015 DSB Board meeting, the CSPD status was:

- 1 Program Administrator with CRC
- 6 VR Counselors with CRC
- 3 VR Counselor anticipating taking CRC exam March 2016
- 0 VR Counselors with LPC
- 2 currently enrolled in CRC Master's level program
- 20 pending enrollment in a CRC Master's level program
- 4 Supervisors with CRC

CRC Senior Counselors mentor new counselors to comply with RSA's prior approval standards regarding eligibility determination, approval of IPE's, and closure determinations.

(4) *Staff Development.* Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel 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**
- (B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.**

DSB Response: DSB staff must possess specific knowledge concerning the problems of blindness and be allowed the opportunity for career development as related to the delivery of vocational rehabilitation services.

DSB actively assesses the training needs of its employees and solicits their input regarding training needs. DSB surveys staff annually to determine the training or resources they require to perform their duties more efficiently and effectively. DSB also uses a state-approved personnel performance evaluation document to review an employee's performance and to identify individual training needs.

Leadership development and capacity-building opportunities are offered through a wide variety of methods:

- The Technical Assistance and Continuing Education (TACE) Center periodically surveys rehabilitation staff regarding training needs and develops courses and conferences based on the results or on requests by DSB and other agencies. In the past year, TACE offered face-to-face trainings and teleconferences on topics including: Writing and Marketing Your Business Plan; All Paths Lead to Adult Life: Important Partnerships and Components of Quality Transition Planning for Students with Intellectual Disabilities Sessions 1 and 2; Making Ethical Decisions in the Vocational Rehabilitation Process; Psychological Evaluations: Not Just for Eligibility; Using the DSM-5 Assessment Tools and International Classification of Functioning, Disability and Health (ICF) As Training Tools for Rehabilitation Counselors; Therapeutic Interventions with Aggressive Clients; Evaluating Vocational Communication Skills of Persons Who are Deaf or Hard of Hearing; Multiculturalism and Disabilities; Using the Updated CRC Code of Ethics to Make Ethical Decisions in Everyday Tasks; Putting Together Your Business's Winning Team; Transition to Success for Individuals with Autism; Using Social Media to Plan Careers and Find Employment; Working with Multiple Chemical Sensitivities (MCS); Resources: You Got 'Em, Now Use 'Em; Job Success with Young Adults Diagnosed with DSM 5 Neurodevelopmental Disorders; The Use of Interest Inventories and Other Techniques with People Who are Deaf and Hard of Hearing; Changing Nature of Disability in the 21st Century; The Medical and Psychosocial Aspects of Multiple Sclerosis Parts 1 and 2; Rehabilitation of Persons with Bipolar Disorders; Rehabilitation of Persons with Depressive Disorders; Flipping the Script: Viewing Our Work Through a Social Model Lens; Working With Justice-Involved VR Clients; Using Qualitative Tools in Career Counseling; and Backs in a Flash.
- The Oklahoma and Texas Departments of Rehabilitation Services again gave DSB staff four spots in their leadership training program Wicked Innovation: Next Generation Solutions (WINGS), which was developed in conjunction with TACE.

- The Association of People Supporting EmploymentFirst (APSE) provides opportunities for training DSB Vocational Rehabilitation Counselors to take the Certified Employment Support Professional (CESP) exam. Although DSB is eligible, no slots will be used this year due to the distance of exam locations. When the exam was being given in Louisiana in FY 2013, four DSB staff took the exam, with three passing and becoming CESP's. This certification falls in line with DSB's training plan.
- In-house training is provided through DSB's Database Administrator, Field Administrator, and other experienced, credentialed professional staff; the DHS Organizational Development and Training Unit; DSB's annual Statewide meeting; the annual Field Services meeting; periodic training meetings; and one-on-one training which is made available to all staff depending upon the need. Information is distributed at Director's meetings, Supervisors' meetings, emails, the agency website, and DHS SharePoint. Training is also purchased from outside sources.
- Staff are encouraged to participate in professional, service, and consumer organizations, such as the National Rehabilitation Association, Lions Clubs, the National Federation of the Blind, the American Council of the Blind, and the Arkansas Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), and opportunities are available to attend organizations' state and national conferences.

Retention of qualified personnel is addressed through CEU credit for staff training, as well as opportunities for expanding skills and knowledge in a variety of areas.

(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.

DSB Response: Appropriate modes of communication, including sign language interpreters, are available on a contractual basis. The directive to utilize the contracts has been provided to all staff and is on file in each DSB office; it is also in DSB policy.

DSB serves on the Arkansas Advisory Committee for the Arkansas Project for Children with Deafblindness and is an affiliate of the Helen Keller National Center.

DSB provides interpreter services for communication with persons with limited English speaking ability on a contractual basis. In addition, one of the Area Field Supervisors speaks Spanish and French and understands Portuguese from having lived in Brazil (Central Arkansas has a community of Brazilians). Another Area Field Supervisor speaks Norwegian, Icelandic, Danish

and Swedish languages. A member of the Business and Technology staff is fluent in Spanish. DHS has an in-house, certified Spanish interpreter in Miller County. These communication resources can be utilized as needed to serve participants.

Reader service, guide service, and any special adaptive equipment are made available to applicants for services, DSB participants, and DSB personnel. Information is also available in the medium of choice for persons making application for DSB services and for persons with disabilities who are employed by DSB.

(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.

DSB Response: DSB is a charter member in the Arkansas Interagency Transition Partnership (AITP), which coordinates transition services and discusses education-related issues. AITP has representatives from agencies and organizations, including, but not limited to Arkansas Transition Services (ATS), Arkansas Rehabilitation Services (ARS), Arkansas Transition Program (ATP), Department of Human Services (DHS), Division of Disability Services (DDS), DSB, parent centers, the private sector, and public and private schools. AITP involves transition agencies and organizations at a state level through quarterly meetings and shares information through its website.

Through the AITP, local issues are addressed by local teams. The local teams provide oversight to insure that transition goals and services are in place by the time a child becomes eligible, as mandated by the Individuals with Disabilities Act.

DSB continues to participate in the Transition Learning Collaborative (TLC), a group established by the Technical Assistance and Continuing Education (TACE) Center to share information and resources to improve transition at the state level. TACE Center staff researches student data collection and analyzes models used in other states and shares them with the states in the TLC collaborative. The TLC is composed of transition coordinators from both general and blind VR agencies in Region VI. Interaction with other states and TACE increases the resources available to DSB in regard to best practices and information about Section 101, IDEA, ADA and the Individual Education Plan (IEP). DSB's transition coordinator participates in monthly TLC teleconferences.

A DSB policy directive instructs Counselors to contact transition professionals at least twice a year to identify any transition needs.

(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;**
 - (B) **who are minorities;**
 - (C) **who have been unserved or underserved by the VR program;**
 - (D) **who have been served through other components of the statewide workforce development system; and**
 - (E) **who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.**
- (2) **Identify the need to establish, develop, or improve community rehabilitation programs within the State; and**
 - (3) **Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .**

DSB Response: DSB conducts a comprehensive, statewide needs assessment at least every three years and the results are used in developing goals in the State Plan and providing services to participants. The most recently completed Comprehensive Needs Assessment was conducted in 2015, and had 229 respondents.

(k) Annual Estimates. Describe:

- (1) **The number of individuals in the State who are eligible for services.**
- (2) **The number of eligible individuals who will receive services under:**
 - (A) **The VR Program;**
 - (B) **The Supported Employment Program; and**
 - (C) **each priority category, if under an order of selection.**
- (3) **The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and**
- (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.**

DSB Response: Basis for Estimates-DSB uses census data, population growth, the incidence of blindness, and historical data as the basis to project the number of individuals to be served through Part B of Title I and the number of supported employment cases to be served through Part B of Title VI.

Estimates for Part B of Title I:

DSB estimates it will serve a projected total of 1,730 participants at a total cost of \$4,516,818 (\$2,863 per participant). Of this number, it is projected that 686 will be minorities.

Note: In addition to a growing Hispanic population, Arkansas has one of the highest Marshallese populations in the United States. In the 2010 Census count for Arkansas, 4,324 people identified

themselves as Marshallese, placing the state as having the highest Marshallese population in the continental United States and the second highest overall (with Hawaii having 7,412). The Compact of Free Association (COFA), which allows the Marshallese to live and travel freely and at-will between the Marshall Islands and the United States, will end in 2023.

Estimates for Part B of Title VI:

DSB estimates it will serve 20 participants in supported employment, at a total cost of \$289,000 (\$14,450 per participant).

Estimates of Eligible Participants:

Based on statistical reporting derived from the American Community Survey, an overall rate of 2.9% for visual disability for the Arkansas population aged 16 to 64 showed approximately 18,000 persons in Arkansas might be eligible for and could receive vocational rehabilitation services from DSB.

(1) 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.**
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.**
- (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;**
 - (B) the State's performance under the performance accountability measures of section 116 of WIOA; and**
 - (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.**

DSB Response: DSB developed the following goals, strategies, and performance measures based on WIOA, RSA guidance, recommendations by the DSB Board, and the most recent comprehensive, statewide needs assessment. Below are the goals, as approved by the DSB Board:

- 1) Increase the employment opportunities for people who are blind or severely visually impaired.
- 2) Increase pre-employment transition services to high school students and transition-aged youth.
- 3) Expand outreach efforts to include the general public, as well as the unserved, underserved, minorities, and stakeholders.

4) Increase coordination with employers.

Goal 1: DSB will increase the employment opportunities for people who are blind or severely visually impaired.

Strategy: VR Counselors will schedule and attend face-to-face job exploration meetings to interview human resource professionals regarding the types of jobs they have and the skills needed to do those jobs.

Performance Measure: A minimum of two employer job exploration meetings will be scheduled per month.

Strategy: VR Counselors will ensure that participants in job ready status are actively seeking employment.

Performance Measure: VR Counselors will require three job contacts per week; assist job-ready participants with registration at Workforce Services; assist job-ready participants with registering and applying for careers available through the Talent Acquisition Portal (TAP); and assist participants with registering and applying for jobs through employer internet accessible application processes with private, federal, state and non-profit employers.

Strategy: DSB will encourage and support viable self-employment.

- **Performance Measure:** Through the DSB Small Business Coordinator, participants will be provided access to Small Business Association trainings and the Arkansas Secretary of State's trainings on small business enterprises. The Small Business Coordinator will schedule job shadowing experiences with participants who are blind/visually impaired that have maintained successful businesses.
- **Performance Measure:** Each self-employment proposal submitted by a participant will be reviewed by a team composed of the Business and Technology Administrator, the Field Services Administrator, the Small Business Coordinator, and the participant's VR Counselor to ensure that a proposal is realistic and sustainable before it is approved and any funds are provided.

Strategy: DSB will work in conjunction with provider agencies to provide work appropriate skills and training to blind and low vision participants.

Performance Measure: DSB will refer participants to World Services for the Blind, Alpha Pointe, the Louisiana Center for the Blind, Sources, Goodwill and other providers as necessary for additional skills training, including, but not limited to soft skills and job readiness training.

Strategy: DSB will provide detailed benefits counseling information to each participant on SSI and SSDI.

- **Performance Measure:** DSB will refer 100% of clients, adults, students and youth on SSI and SSDI to the DSB benefits counselor for a one-on-one benefits analysis.
- **Performance Measure:** Area Supervisors will monitor caseloads to ensure that VR Counselors are referring 100% of SSI and SSDI VR participants to the benefits counselor.

- **Performance Measure:** Counselors will make participants aware of benefits counseling at the time of application, at the time of IPE's, and at the time of closure.

Strategy: DSB will continue to refer Older Individuals who are Blind and interested in employment to VR and will ensure that its OIB contractor will as well.

Performance Measure: DSB and its OIB contractor will refer 100% of Older Blind individuals who are interested in employment to VR.

Strategy: DSB will continue to recognize successful participants and their employers.

- **Performance Measure:** Each year each counselor will select one individual from his/her caseload as an area Consumer of the Year and nominate the individual as a candidate for the overall state Consumer of the Year.
- **Performance Measure:** DSB will award area Consumers of the Year and their employers with trophies/framed certificates and related publicity.

Strategy: DSB will continue to expand its assistive technology services and improve access to these services and equipment.

Performance Measure: DSB will provide trainings to employers on the use and function of common assistive technology devices for the blind and visually impaired.

Strategy: DSB will explore ways to better utilize the DSB central Tech Lab.

- **Performance Measure:** DSB will provide outreach and training to community organizations on technological advances in low vision and blindness.
- **Performance Measure:** DSB will continue to provide training to new Workforce Services staff as vacancies occur in order to increase their knowledge of accessible technology and the needs of participants.
- **Performance Measure:** DSB staff will continue to meet participants at Workforce Services offices, including DSB-sponsored accessible kiosks, in order to assist participants in their job searches and in becoming more comfortable interacting with the public in an employment setting.

Strategy: DSB will increase the skills, credentials and professional affiliations of its novice Vocational Rehabilitation Counselors as they move to assume senior counseling responsibilities in connection with DSB overall succession planning.

- **Performance Measure:** Novice counselors will attend a specific orientation to VR issues and will participate in specialized training through the Arkansas Rehabilitation Association or other qualified sources.
- **Performance Measure:** Novice counselors will be exposed to professional organizations each year, as documented in their professional development plans.

Strategy: To augment the efforts of DSB staff, DSB will use peer mentoring in transition and job ready exploration to allow experienced participants to provide information, advice, and support to less experienced participants.

- **Performance Measure:** Peer mentoring will be used to connect participants interested in self-employment with individuals who have owned small businesses and can offer advice and support.
- **Performance Measure:** Area Consumers of the Year will be encouraged to provide peer mentoring to other individuals who are blind and severely visually impaired that are trying to manage their rehabilitation plans, gain marketable skills, and secure good jobs.

Strategy: DSB will support training and the exchange of information among the core partners of WIOA.

Performance Measure: DSB staff will be active members of the Workforce Investment Boards and WIOA planning committees throughout the State.

Strategy: DSB will ensure that all job ready participants will receive career exploration activities in their chosen career field at training settings.

- **Performance Measure:** DSB will arrange for and accompany job ready adult participants to college, vocational/technical, or university campus visits.
- **Performance Measure:** DSB will assist participants with reviewing entrance requirements to college, vocational/technical, or universities.

Goal 2: DSB will increase pre-employment transition services to high school students and transition-aged youth.

Strategy: DSB will support training and the exchange of information among state transition partner organizations.

Performance Measure: DSB will sponsor or participate in at least one training or event that will bring together transition partners for the purpose of exchanging information that will specifically benefit students who are blind or severely visually impaired.

Strategy: DSB will update the collaborative database of transition students as needed.

Performance Measure: Counselors/Rehabilitation Assistants will coordinate with Local Education Area (LEA) Supervisors to maintain lists of transition students. The Supervisor over transition will review the database to insure it is being maintained by Rehabilitation Assistants, who input local information.

Strategy: DSB will maintain a database of transition students.

Performance Measure: DSB will collaborate with ESVI, LEA Supervisors, and special education professionals in each school district.

Strategy: VR Counselors will continue to track transition students on their caseloads to insure that the IPE is developed or updated before a student graduates from high school.

Performance Measure: Area Supervisors will monitor this during case reviews to insure that no transition student will graduate without a current IPE.

Strategy: DSB will hold Parent Summits to assist parents and other stakeholders in becoming more knowledgeable and better prepared to advocate for their children at Individualized Education Plan (IEP) meetings.

Performance Measure: Annually, DSB will invite ESVI Regional Certified Vision Consultants and transition parents to a Parent Summit with VR Counselors to provide information about assistive technology; rights and responsibilities; available resources and services; benefits counseling; and funding for college and career start-up costs.

Strategy: VR Counselors will make face-to-face visits to LEA Supervisors in their territories.

Performance Measure: VR Counselors will have from the beginning of the school year to May 1st, to complete the face-to-face visits with LEA Supervisors.

Strategy: DSB will continue to provide assessments and services to transition students specifically focused on activities of daily living, including but not limited to, mobility, knowledge of available transportation resources, self-advocacy, acquisition of a variety of reading options, awareness of job opportunities, benefits counseling, and rights and responsibilities as an informed participant.

- **Performance Measure:** Formal evaluations for assistive technology will be performed by Tech Lab staff in accordance with RSA guidelines on Rehabilitation Engineering.
- **Performance Measure:** Counselors will arrange for training for pre-employment transition students and youth to acquire independent living skills and technological skills in order for them to participate in career exploration services.

Strategy: DSB will continue to strengthen relationships with schools, including Arkansas School for the Blind and Visually Impaired.

- **Performance Measure:** DSB will present at school assemblies, parent-teacher organization meetings, and open houses to provide information on pre-employment transition services and how to access these services.
- **Performance Measure:** DSB will establish an information clearinghouse and schedule demonstration labs on selected high school campuses to inform parents, students, and education professionals of the needs of students with significant vision problems, and the cost-effective resources available to them.
- **Performance Measure:** DSB will continue its system of mail-outs and emails to public schools.
- **Performance Measure:** DSB will continue efforts to reach private, home, and accredited virtual schools.

Strategy: DSB will continue to strengthen relationships with Educational Services for the Visually Impaired (ESVI).

- **Performance Measure:** DSB will continue its system of mail-outs and emails twice a year to area ESVI representatives. In addition to the local networking efforts, the Transition Coordinator will dialogue with ESVI at a state level to discover any transition students that need services and should be referred to DSB.

- **Performance Measure:** DSB will refer participants under age 14 to ESVI and will encourage referrals from ages 14 and older from ESVI to DSB.

Strategy: DSB will ensure that all pre-employment transition students and pre-employment transition youth receive exposure to work experiences and career exploration activities.

- **Performance Measure:** DSB will arrange for tours of local businesses for pre-employment transition students to explore potential career opportunities.
- **Performance Measure:** DSB will arrange for job shadowing opportunities for pre-employment transition students.
- **Performance Measure:** DSB will arrange for informational interviews for pre-employment transition students to explore job opportunities.
- **Performance Measure:** DSB will arrange volunteer opportunities for pre-employment transition students to explore career fields.
- **Performance Measure:** DSB will accompany pre-employment transition students to career seminars and career fairs.
- **Performance Measure:** DSB will arrange for and accompany pre-employment transition students to college, vocational/technical, or university campus visits.

Goal 3: DSB will expand its outreach efforts to include the general public, as well as the unserved, underserved, minorities, and stakeholders.

Strategy: DSB will expand and improve services to individuals who are blind or severely visually impaired in the underserved Delta area.

Performance Measure: DSB will formulate an alliance with *Delta Circles*, a non-profit organization established in the Delta region, to provide economic literacy and soft skills trainings to individuals living in poverty in the Delta region of the State of Arkansas.

Strategy: DSB will use exhibit booths to educate the public about DSB services and their availability.

Performance Measure: Each VR Counselor will staff at least one DSB exhibit at a widely attended or significantly relevant event in his/her territory.

Strategy: DSB will increase its outreach to minorities and faith-based groups.

- **Performance Measure:** DSB will establish a cooperative agreement with the Urban League in Little Rock and Springdale to reach the underserved and unserved populations.
- **Performance Measure:** VR Counselors will make at least four faith-based outreach efforts in each of their geographic areas annually.
- **Performance Measure:** VR Counselors will make at least two minority outreach efforts to Hispanic, Asian, or other ethnic groups in each of their geographic areas annually.

Strategy: Area Supervisors and DSB administrative staff will continue to attend the state conferences of blindness consumer groups, and opportunities will be offered to direct service staff as well.

Performance Measure: DSB will continue to send all of its supervisors/administrators to these conferences to interact with participants and they will make presentations as requested.

Goal 4: DSB will increase coordination with employers.

Strategy: DSB will ensure that all job ready participants will receive career exploration activities and work experience in their chosen career field at the job site.

- **Performance Measure:** DSB will arrange for tours of local businesses for job ready adult participants to explore potential career opportunities.
- **Performance Measure:** DSB will arrange for job shadowing opportunities for job ready adult participants.
- **Performance Measure:** DSB will arrange for informational interviews for job ready adult participants to explore job opportunities.
- **Performance Measure:** DSB will arrange volunteer opportunities for job ready adult participants to explore career fields.
- **Performance Measure:** DSB will accompany job ready adult participants to career seminars and career fairs.

Strategy: VR Counselors will become Chamber of Commerce members.

Performance Measure: VR counselors will make contact with at least two Chamber members per month to learn about the trends and needs of those businesses.

Strategy: VR Counselors will conduct public speaking engagements.

Performance Measure: At least one presentation per year will be given to the local area Lions, Rotary, Civitan, or Kiwanis Club in order to form relationships with local leaders.

Strategy: DSB management staff will connect with employers in each economic development district.

- **Performance Measure:** DSB management staff will establish at least one ongoing internship site per region for DSB participants.
- **Performance Measure:** DSB management staff will work in conjunction with the Arkansas Apprenticeship program to locate apprenticeship opportunities for participants.

SUPPORTED EMPLOYMENT GOALS PY 2016 – PY 2019

July 1, 2016 – June 30, 2020

Goal 1: DSB will increase the number of Supported Employment providers to better serve DSB participants.

Strategy: DSB will collaborate with organizations such as World Services for the Blind, Job Connections, AEDD Inc., Easter Seals and Goodwill to increase SE service availability in unserved or underserved areas of the state due to geographic or other issues.

Performance Measure: At least one meeting will be held with providers to discuss ways to increase SE services to rural areas.

Goal 2: DSB will increase Supported Employment services to pre-employment transition youth.

Strategy: Counselors will determine whether pre-employment transition youth are candidates for SE services during the employment planning process.

Performance Measure: DSB will train new staff and provide updates to veteran staff on identifying and providing SE services to pre-employment transition youth.

Goal 3: DSB will increase the quality of SE providers for individuals who are blind or severely visually impaired.

Strategy: DSB will determine SE vendor standards targeted to meet the blindness and visual impairment needs of its participants.

Performance Measure: At least one presentation or training will be made to educate SE providers about vendor standards.

(m) Order of Selection. Describe:

- **The order to be followed in selecting eligible individuals to be provided VR services.**
- **The justification for the order.**
- **The service and outcome goals.**
- **The time within which these goals may be achieved for individuals in each priority category within the order.**
- **How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and**
- **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.**

DSB Response: DSB does not participate in Order of Selection at this time.

(n) Goals and Plans for Distribution of title VI Funds.

- (4) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.**
- (5) 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**

- (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.**

DSB Response: DSB will allocate funding from Title VI, Part B to provide supported employment services to individuals with the most significant disabilities. These funds are a supplement to the funds provided under Title I of the Act. Title VI, Part B funds will only be used in the provision of supported employment services to those individuals determined eligible through assessments determining that it is an appropriate objective. Supported employment services will be customer-driven through the setting of goals in the participant's Individualized Plan for Employment (IPE).

Issues affecting supported employment in Arkansas include: the limited number of service providers statewide; the rural nature of the state; the lack of consistent available funding for extended services; and the lack of knowledge, experience, and training SE providers have in the provision of supported employment services and placement for individuals who are blind or severely visually impaired.

Each of the SE services providers: World Services for the Blind, Easter Seals, Job Connections, and Goodwill Industries, will be responsible for extended services for up to 24 months.

(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.**
- 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.**
- 3. 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.**
- 4. 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).**
- 5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.**
- 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.**

7. **Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.**
8. **How the agency's strategies will be used to:**
 - a. **achieve goals and priorities by the State, consistent with the comprehensive needs assessment;**
 - b. **support innovation and expansion activities; and**
 - c. **overcome identified 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.**

VR Strategies

DSB has developed the following strategies to expand and improve services to its consumers. These strategies were developed in regard to its goals for the State Plan FY 2015, which are to: increase the employment opportunities for people who are blind or severely visually impaired; increase pre-employment transition services to high school students and transition-aged youth; expand outreach efforts to include the general public, as well as the unserved, underserved, minorities, and stakeholders; and increase coordination with employers. The performance measures are included with the goals in a previous section. Here are the strategies:

Strategy: VR Counselors will schedule and attend face-to-face job exploration meetings to interview human resource professionals regarding the types of jobs they have and the skills needed to do those jobs.

Strategy: VR Counselors will ensure that participants in job ready status are actively seeking employment.

Strategy: DSB will encourage and support viable self-employment.

Strategy: DSB will work in conjunction with provider agencies to provide work appropriate skills and training to blind and low vision participants.

Strategy: DSB will provide detailed benefits counseling information to each participant on SSI and SSDI.

Strategy: DSB will continue to refer Older Individuals who are Blind and interested in employment to VR and will ensure that its OIB contractor will as well.

Strategy: DSB will continue to recognize successful participants and their employers.

Strategy: DSB will continue to expand its assistive technology services and improve access to these services and equipment.

Strategy: DSB will explore ways to better utilize the DSB central Tech Lab.

Strategy: DSB will increase the skills, credentials and professional affiliations of its novice Vocational Rehabilitation Counselors as they move to assume senior counseling responsibilities in connection with DSB overall succession planning.

Strategy: To augment the efforts of DSB staff, DSB will use peer mentoring in transition and job ready exploration to allow experienced participants to provide information, advice, and support to less experienced participants.

Strategy: DSB will support training and the exchange of information among the core partners of WIOA.

Strategy: DSB will ensure that all job ready participants will receive career exploration activities in their chosen career field at training settings.

Strategy: DSB will support training and the exchange of information among state transition partner organizations.

Strategy: DSB will update the collaborative database of transition students as needed.

Strategy: DSB will maintain a database of transition students.

Strategy: VR Counselors will continue to track transition students on their caseloads to insure that the IPE is developed or updated before a student graduates from high school.

Strategy: DSB will hold Parent Summits to assist parents and other stakeholders in becoming more knowledgeable and better prepared to advocate for their children at Individualized Education Plan (IEP) meetings.

Strategy: VR Counselors will make face-to-face visits to LEA Supervisors in their territories.

Strategy: DSB will continue to provide assessments and services to transition students specifically focused on activities of daily living, including but not limited to, mobility, knowledge of available transportation resources, self-advocacy, acquisition of a variety of reading options, awareness of job opportunities, benefits counseling, and rights and responsibilities as an informed participant.

Strategy: DSB will continue to strengthen relationships with schools, including Arkansas School for the Blind and Visually Impaired.

Strategy: DSB will continue to strengthen relationships with Educational Services for the Visually Impaired (ESVI).

Strategy: DSB will ensure that all pre-employment transition students and pre-employment transition youth receive exposure to work experiences and career exploration activities.

Strategy: DSB will expand and improve services to individuals who are blind or severely visually impaired in the underserved Delta area.

Strategy: DSB will use exhibit booths to educate the public about DSB services and their availability.

Strategy: DSB will increase its outreach to minorities and faith-based groups.

Strategy: Area Supervisors and DSB administrative staff will continue to attend the state conferences of blindness consumer groups, and opportunities will be offered to direct service staff as well.

Strategy: DSB will ensure that all job ready participants will receive career exploration activities and work experience in their chosen career field at the job site.

Strategy: VR Counselors will become Chamber of Commerce members.

Strategy: VR Counselors will conduct public speaking engagements.

Strategy: DSB management staff will connect with employers in each economic development district.

Innovation and Expansion Activities

DSB will continue the implementation of its new data management system and will begin building data into the employer module that will contain information about employers and job openings.

(2) How a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process and

describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.

A broad range of assistive technology services and devices will be provided to individuals who are blind or severely visually impaired as appropriate at each stage of the rehabilitation process in accordance with the individual's employment goal and IPE. The provision of assistive technology services and devices is based upon assessments and recommendations by the DSB Technology Unit, availability of funds, and the participant's IPE.

(3) Outreach procedures will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities; and what outreach procedures will be used to identify and serve individuals with disabilities who have been unserved or underserved by the VR program.

DSB will use exhibit booths to educate the public about DSB services and their availability. DSB will increase its outreach to minorities and faith-based groups. DSB will establish an agreement with Delta Circles to reach the most impoverished citizens of Arkansas. DSB will also enter into an agreement with the Urban League to reach minority populations and those unserved and underserved in the inner city areas of Little Rock and Northwest Arkansas. Area Supervisors and DSB administrative staff will continue to attend the state conferences of blindness consumer groups, and opportunities will be offered to direct service staff as well.

(4) 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).

DSB works in conjunction with the Arkansas Education Services for the Visually Impaired (ESVI) and the Department of Education, Special Education Division to identify blind and visually impaired students. Most recently, DSB has expanded its outreach effort to include private schools, alternative schools, and accredited online high school systems. DSB is improving and expanding efforts by offering seminars and in person talks to these educational organizations to inform teachers, parents, and students of the services that are available. DSB offers Parent Summits to provide coordinated efforts to allow students and parents to learn about the options in blindness skills training, education, and employment services. DSB continues to provide a three-week transition learning experience for up to 22 students from across the state, which includes paid work experiences, lessons in self advocacy, peer mentoring, financial literacy, independent living skills, career counseling, and planning for the future; the students are housed at Arkansas School for the Blind and Visually Impaired and go home on weekends. DSB intends to expand this program throughout the State to offer students and youth an opportunity to receive services closer to the communities in which they live. DSB is also working with World Services for the Blind to offer work experience training, soft skills training, career counseling, and advocacy skills to pre-employment transition students throughout the State.

Supported Employment Strategies

DSB has developed the following Supported Employment strategies to go with the goals and performance measures included in a previous section. The goals were: increase the number of Supported Employment Providers to better serve DSB participants, increase Supported Employment services to pre-employment transition youth, and increase the quality of SE Providers for individuals who are blind or severely visually impaired. Here are the SE strategies:

Strategy: DSB will collaborate with organizations such as World Services for the Blind, Job Connections, AEDD Inc., Easter Seals and Goodwill to increase SE service availability in unserved or underserved areas of the state due to geographic or other issues.

Strategy: Counselors will determine whether pre-employment transition youth are candidates for SE services during the employment planning process.

Strategy: DSB will determine SE vendor standards targeted to meet the blindness and visual impairment needs of its participants.

(6) Strategies to improve performance of the State with respect to the performance accountability measures under section 116 of WIOA.

DSB is transitioning into using the performance accountability measures under section 116 of WIOA. Steps have been taken to conduct a statistical analysis over the last 3 years in order to develop a baseline of performance percentages for the agency in order to move forward to set applicable performance standards under section 116 of WIOA.

(7) Strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities.

DSB has cooperative agreements with local Workforce Investment Boards, which are updated as necessary. DSB also has cooperative agreements with the Department of Workforce Services (DWS) and Arkansas Rehabilitation Services (a general agreement and a deafblind agreement). DSB, ARS, the DHS Division of Developmental Disabilities Services (DDS), the DHS Division of Behavioral Health Services (BHS), and the Arkansas Department of Education (ADE), Special Education Unit (SEU), Transition Unit are partners in a cooperative agreement outlining responsibilities and the provision of services, including supported employment, to transition-aged participants.

The DSB Director serves on the Arkansas Workforce Investment Board, which meets quarterly, and VR Counselors are members of the local Workforce Investment Boards, which meet quarterly across the state.

DSB continues to support its 17 accessible kiosks for participants at Workforce Center locations. The original 10 kiosks were placed in the same cities where DSB has offices; the second set of seven kiosks were placed in cities with either two-year or four-year Institutions of Higher Education. The kiosks provide participants the same access to the Internet to search for jobs as a sighted person seeking services from Workforce.

(c) Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program:

The Needs Assessment indicated that assistive technology and access to affordable transportation are the top most significant barriers to employment. The third most critical barrier is the need for direct job placement assistance. The DSB technology lab is implementing changes to provide assistive technology recommendations at a faster turn-around rate; the lab is scheduling appointments for assistive technology evaluations within seven days of receipt of requests. Evaluations are being provided within five days of the assessment. Transportation continues to be a significant need. DSB is continually searching for affordable vehicular transportation services for clients and arranges for payment of these services when appropriate to the plan and goal. DSB has identified drivers and vetted those drivers through background checks and screenings in order to qualify them to drive for clients. DSB will continue these efforts to offer transportation services throughout the State. Lastly, clients have asked for direct job placement assistance. DSB has worked with providers in neighboring states and negotiated agreements for these providers to expand into Arkansas to provide direct job placement assistance. DSB counselors have been provided continuing education training on providing direct job placement assistance to clients. DSB has also partnered with Workforce Services to locate current job openings in order to meet with employers and negotiate direct placements for participants. A broad range of assistive technology services and devices will be provided to individuals who are blind or severely visually impaired as appropriate at each stage of the rehabilitation process in accordance with the individual's employment goal and IPE. The provision of assistive technology services and devices is based upon assessments and recommendations by the DSB Technology Unit, availability of funds, and the participant's IPE.

(p) Evaluation and Reports of Progress: VR and Supported Employment Goals.

Describe:

- a. 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:
 - i. Identify the strategies that contributed to the achievement of the goals.**
 - ii. Describe the factors that impeded the achievement of the goals and priorities.****
- b. 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:
 - i. Identify the strategies that contributed to the achievement of the goals.**
 - ii. Describe the factors that impeded the achievement of the goals and priorities.****
- c. The VR program's performance on the performance accountability indicators under section 116 of WIOA.**

d. How the funds reserved for innovation and expansion (I&E) activities were utilized.

DSB Response:

Evaluation of FY 2015 VR Goals:

Below are the evaluation and reports of progress for the most recently completed FY 2015 VR Goals and Priorities, covering October 1, 2014 – September 30, 2015:

Goal 1: DSB will increase the employment opportunities for people who are blind or severely visually impaired.

Strategy: VR Counselors will make job contacts with employers.

Performance Measures:

- Each VR Counselor and Rehabilitation Teacher will make two face-to-face job contacts with employers per month.
- A brochure will be developed to give employers.

Goal Met/Extended: Counselors continue to make two face-to-face contacts with employers per month and document them in monthly reports. Development of an employer brochure is continuing in cooperation with the Department of Career Education.

Strategy: DSB will encourage and support viable self-employment.

Performance Measures:

- All self-employment proposals will be reviewed by a team composed of the Business and Technology Unit Manager, the Field Services Administrator, and the VR Counselor to ensure that a proposal is realistic and sustainable before it is approved and any funds are provided.
- In addition to the goal and steps of self-employment being on the IPE, the participant must complete a written business plan with the DSB business-ownership team described above.
- A brochure will be developed to provide interested participants with information about DSB's small business self-employment program.
- Staff will receive training in Operation Jumpstart, a hands-on, microenterprise development program designed to help entrepreneurs test the feasibility of their business ideas and plan to launch new ventures. DSB's Operation Jumpstart's mission is to help participants who have expressed an interest in starting their own business, explore the possibility, develop a business plan, and start their own business. In doing so we help them become economically independent and be an active part of their communities.

Goal Met/Extended: This process was followed and business plans were submitted and approved. However, the Small Business Program was restructured and moved to the Field Services unit. As a result, plans for a small business brochure are being revised. Instead of doing an Operation Jumpstart training in 2015, it was decided to do one-on-one assistance to participants as needed using the Small Business Developer.

Strategy: Based upon participant response and effectiveness, DSB will continue to hold Job Clubs to assist participants in acquiring job seeking skills and improving their probability of securing employment. Job Clubs also encourage peer mentoring.

Performance Measure: Job Clubs will be held at least once a month at the DSB Tech Lab and field offices.

Goal Met: Job Clubs are being conducted as planned.

Strategy: DSB will continue to refer individuals for benefits counseling.

Performance Measures:

- Area Supervisors will monitor caseloads to ensure that VR Counselors will refer at least 10 participants per caseload for benefits counseling.
- The monthly report will be revised to capture this information.

Goal Met: The White River Area Agency on Aging continues as an employment network doing benefits counseling for DSB participants. Instead of revising the monthly report, a form specific to benefits counseling referrals was developed.

Strategy: DSB will continue to refer eligible Older Blind individuals to VR.

Performance Measure: DSB will refer 100% of eligible Older Blind individuals to VR.

Goal Met: All Older Blind individuals interested in employment are referred to VR.

Strategy: DSB will continue to recognize successful participants and their employers and will encourage peer mentoring.

Performance Measures:

- Each counselor who has been in his/her position for at least a year will nominate one individual from his/her caseload as a candidate for state Consumer of the Year and encourage the individual to serve as a peer mentor to other people who are blind or severely visually impaired.
- DSB will award Consumer of the Year candidates and their employers with trophies/plaques and related publicity.

Goal Met: Counselors are nominating outstanding Consumers of the Year, and the consumers and their employers are being recognized with trophies/plaques and publicity.

Strategy: DSB will continue to expand its assistive technology services and improve access to these services and equipment.

Performance Measures:

- DSB will acquire specialized training to develop the skills and credentials of Rehabilitation Teachers.
- DSB will continue to assign new Rehabilitation Teachers to assistive technology training as vacant positions are filled, so that staff can provide basic technology support to participants in their respective geographic areas statewide. Supervisors will schedule veteran RTs for remedial training as a formal part of their professional development plan.
- DSB will continue to provide training to new Workforce Services staff as vacancies occur in order to increase their knowledge of accessible technology and the needs of participants.
- DSB staff will continue to meet participants at Workforce Services offices, including DSB-sponsored accessible kiosks, in order to assist participants in their job searches and in becoming more comfortable interacting with the public in an employment setting.

Goal Met: DSB provided new Rehabilitation Teachers with assistive technology training and continued to train Workforce Services staffs. VR Counselors met participants at accessible kiosks to assist them in their job searches.

Strategy: DSB will increase the skills, credentials and professional affiliations of its novice Vocational Rehabilitation Counselors as they move to assume senior counseling responsibilities in connection with DSB overall succession planning.

Performance Measures:

- Novice counselors will attend a specific orientation to VR issues and will participate in specialized training, through the Arkansas Rehabilitation Association or other qualified sources.
- Novice counselors will be exposed to professional organizations each year, as documented in their professional development plans.

Goal Met: Novice counselors were given the opportunity to attend the ARA annual conference and to apply for stipends to attend the conferences of professional organizations.

Strategy: DSB will contract with local providers to secure select VR services to capitalize on the established relationships of such contractors with local employers, to secure appropriate employment for DSB clients in geographic proximity to their homes.

Performance Measure: Deliverables within the contracts will be met.

Goal Met: Instead of contracting with employment providers, DSB decided to pay private, local job placement specialists on a fee-for-service basis.

Strategy: DSB will establish multi-layered support systems for clients by developing performance based contracts with Faith-Based Organizations (FBO's) and other providers across the state, as an extension of their missions, to provide depth to volunteer employment-related transportation and other services in rural areas of the state.

Performance Measure: Deliverables within the contracts will be met.

Goal Met: Deliverables were met by CIL's who participated in the RFQ and contracted with DSB, but some CIL's chose not to participate. No responses were received from FBO's.

Strategy: DSB will establish an information clearinghouse and scheduled demonstration lab on selected college campuses to inform Transition Partner organizations of the needs of students with significant vision problems, and the cost-effective resources available to them.

Performance Measure: An information clearinghouse and scheduled demonstration lab will be established on at least one college campus.

Goal Met: The Business and Technology Unit demonstrated technology to college and high school students on a college campus.

Strategy: DSB will explore ways to better utilize the DSB central Tech Lab.

Performance Measure: DSB will re-design the technology needs assessment and database process for the DSB central Tech Lab to better align it with RSA guidelines on Rehabilitation Engineering. This is a specific initiative of the DSB Leadership Training Team, in partnership with the Oklahoma Wicked Innovation: Next Generation Solutions (WINGS) leadership training project.

Goal Met: A survey about Tech Lab services was received by participants and DSB staff. The response rate was very low, but the WINGS project itself led to the purchase of an instructional library for use when teaching in the Tech Lab. This library includes tutorials for MS Word, Excel, PowerPoint, and Outlook for use with JAWS, MAGic, Window-eyes, and Internet Explorer. The tutorials are updated on a regular basis and additional instructional materials for other software and equipment is added as needed or available.

Strategy: DSB will convert its client data MIS system to a web-based environment.

Performance Measures:

- Counselors will be able to enter client data and gather signatures during local visits, which will streamline the flow of services.
- The new system will facilitate the production of statistical reports.

Goal Met: DSB purchased the AWARE data management system and all staff are now proficient in its use.

Strategy: To augment the efforts of DSB staff, DSB will use peer mentoring in a variety of situations to allow experienced participants to provide information, advice, and support to less experienced participants, often leading and guiding by example of his/her success in an area.

Performance Measures:

- Peer mentoring will be used to connect participants interested in self-employment with individuals who have owned small businesses and can offer advice and support.
- Participants of the Year will be encouraged to provide peer mentoring to other individuals who are blind and severely visually impaired that are trying to manage their rehabilitation plans, gain marketable skills, and secure good jobs.
- Participants in Job Club will be encouraged to mentor each other in their searches for employment and development of job readiness skills.

Goal Met: Peer mentoring is occurring as planned.

Goal 2: DSB will increase its services to transition students.

Strategy: DSB will support training and the exchange of information among state transition partner organizations.

Performance Measure: DSB will sponsor or participate in at least one training or event that will bring together transition partners for the purpose of exchanging information that will specifically benefit students who are blind or severely visually impaired.

Goal Met: Parent Summits were held in Harrison and West Memphis in for transition students and their families from throughout the state. Transition partners were invited to attend and some were asked to make presentations. The success of the summit confirmed that additional summits will be held around the state in coming years.

Strategy: DSB will update the collaborative database of transition students as needed.

Performance Measure: The Transition Coordinator will review the database to insure it is being maintained by Rehabilitation Assistants, who input local information.

Goal Met: The Transition Coordinator reviewed the database and insured it was being maintained.

Strategy: VR Counselors will continue to track transition students on their caseloads to insure that the IPE is developed or updated before a student graduates from high school.

Performance Measure: Area Supervisors will monitor this during case reviews to insure that no transition student will graduate without a current IPE.

Goal Met: Case reviews showed no students were graduating without current IPE's.

Strategy: DSB will hold Parent Summits around the state to assist parents and other stakeholders in becoming more knowledgeable and better prepared to advocate for their children at Individualized Education Plan (IEP) meetings.

Performance Measure: In FY 2015, DSB will invite ESVI Regional Certified Vision Consultants and transition parents to Parent Summits with VR Counselors and Rehabilitation Teachers, to provide information about students' rights and accommodations.

Goal Met: A Parent Summits were held in West Memphis and Harrison for transition students and their families from throughout the state. ESVI was included on the agenda. The information provided included IEP's, but topics extended beyond high school and into college services. The success of the summit confirmed that additional summits will be held around the state in coming years.

Strategy: VR Counselors or Rehabilitation Teachers will make face-to-face visits to each school counselor assigned to students who are blind or visually impaired in their territories.

Performance Measure: VR Counselors or Rehabilitation Teachers will have from the beginning of the school year to December 1, to complete the face-to-face visits to school counselors described above.

Goal Met: VR Counselors made face-to-face contacts within required timeframes.

Strategy: DSB will continue to provide assessments to transition students specifically focused on activities of daily living, including but not limited to, mobility, knowledge of available transportation resources, self-advocacy, acquisition of a variety of reading options, awareness of job opportunities, and rights and responsibilities as an informed participant.

Performance Measure: All transition students will be referred to Rehabilitation Teachers for assessment of daily living skills and needed instruction.

Goal Met: Transition students are referred for assessments in accordance with policy and the State Plan.

Strategy: DSB will continue to strengthen relationships with public schools, including Arkansas School for the Blind and Visually Impaired.

Performance Measure: DSB will continue its system of mail-outs and emails to public schools.

Goal Met: Mail-outs and emails are sent to contacts in public schools and have improved communication and strengthened relationships.

Strategy: DSB will continue to strengthen relationships with ESVI.

Performance Measures:

- DSB will continue its system of mail-outs and emails to area ESVI representatives. In addition to the local networking efforts, the Transition Coordinator will dialogue with ESVI at a state level to discover any transition students that need services and should be referred to DSB.
 - DSB will refer young participants to ESVI and will encourage referrals from ESVI to DSB.
- Goal Met:** Mail-outs and emails are sent to ESVI Regional Certified Vision Consultants and have improved communication and strengthened relationships. The Transition Coordinator maintains contact with ESVI at a state level.

Goal 3: DSB will expand its outreach efforts to include the general public, as well as the unserved, underserved, minorities, and stakeholders.

Strategy: DSB will use exhibit booths to educate the public about DSB services and their availability.

Performance Measure: Each VR Counselor will man at least one DSB exhibit at a widely attended or significantly relevant event in his/her territory.

Goal Met: VR Counselors met or exceeded this goal in each territory.

Strategy: DSB will contract with CIL's to reach out to faith-based organizations and inform them of DSB services.

Performance Measure: CIL's will submit to DSB copies of minutes of meetings with faith-based groups, reports on trainings, and monthly reports, including the number of faith-based referrals.

Goal Met: DSB staff monitoring the contract determined that CIL's submitted program and financial documentation as required by the RFQ.

Strategy: DSB will increase its services to minorities.

Performance Measures: DSB will make at least one minority outreach effort to Hispanic, Asian, or other ethnic groups in each of its geographic areas in FY 2015.

Goal Met: VR Counselors met or exceeded this goal in each area.

Strategy: Area Supervisors and DSB administrative staff will continue to attend the state conferences of blindness consumer groups, and opportunities will be offered to direct service staff as well.

Performance Measure: DSB will continue to send at least five supervisors/administrators to these conferences and will make presentations as requested.

Goal Met: DSB exceeded the number of supervisors and administrators that were to be sent to conferences of blindness consumer groups. Opportunities to attend these conferences were extended to direct service staff, and some staff chose to participate.

Evaluation of FY 2015 SE Goals:

Below are the evaluation and reports of progress for the most recently completed FY 2015 SE Goals and Priorities, covering October 1, 2014 – September 30, 2015:

Goal 1: Increase the number of Supported Employment Providers to better serve DSB participants.

Strategy: DSB will provide resources to significantly expand the capacity of its partners World Services for the Blind (WSB) and Arkansas Lighthouse for the Blind (LFB) as Community Rehabilitation Programs to provide Supported Employment services to DSB participants.

Performance Measure: WSB and LFB will begin providing SE services to at least half of the DSB participants in supported employment during FY 2015.

Goal Met: DSB referred 100% of its SE participants to WSB and LFB in 2015. DSB also established a methodology for each VR Counselor to submit two SE referrals to WSB, so that 26 participants would be referred each year forward of 2015.

Strategy: DSB will continue to collaborate with other agencies, such as Arkansas chapter of APSE: Advancing Employment, Connecting People, to expand the number of SE providers.

Performance Measure: At least two new potential SE providers will be identified and contacted.

Goal Met: Career Links and Friendship Community Care became new SE providers for DSB.

Strategy: DSB will encourage participants' family members and other natural support individuals to become SE providers.

Performance Measure: DSB will collaborate with TACE and other organizations to develop training for the family support member and participant.

Goal Met: Training for natural supports was developed in 2013 and finalized and held in March 2014, trainings continued into 2015.

Strategy: DSB will continue to encourage CRPs to become Employment Networks (ENs).

Performance Measure: A meeting will have taken place with at least one CRP to discuss the possibility of its becoming an EN.

Goal Met: DSB discussed the possibility of becoming EN's with WSB and LFB.

Goal 2: Increase the quality of SE Providers for individuals who are blind or severely visually impaired.

Strategy: DSB will collaborate with TACE and other organizations to develop training for the family support member and participant.

Performance Measures: At least one training on SE will be offered to family support personnel and SE participants.

Goal Met: DSB collaborated with TACE, WSB and LFB to develop the training for natural supports. The first training was held in March 2014 and continued into 2015.

Strategy: Orient DSB staff to new program design.

Performance Measures: At least one staff training on SE program design will be conducted in FY 2015.

Goal Met: Staff received training on the new program design at the annual field service meeting.

DSB is transitioning into using the performance accountability measures under section 116 of WIOA. Steps have been taken to conduct a statistical analysis over the last 3 years in order to

develop a baseline of performance percentages for the agency in order to move forward to set applicable performance standards under section 116 of WIOA.

(q) Quality, Scope, and Extent of Supported Employment Services. Include the following:

- a. 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.**
- b. The timing of transition to extended services.**

DSB has a cooperative agreement with World Services for the Blind to provide comprehensive supported employment services to youth and adults identified as blind or visually impaired. The services begin with identifying blindness skills, addressing psychological and social needs, and then moving on to skills training, placement and job coaching. Transition to extended services is at least 90 days after successful placement, no later than 18 months.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS States must provide written and signed certifications that:

1. The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA,¹³ and its supplement under title VI of the Rehabilitation Act¹⁴;
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)¹⁵ agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan¹⁶, the Rehabilitation Act, and all applicable regulations¹⁷, 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 Plan¹⁸, the Rehabilitation Act, and all applicable regulations¹⁹, 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 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.
7. The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
8. The (enter title of State officer below) 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.

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 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. 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) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness 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), (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 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 review, 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, 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,
 - (A) has developed and will implement,
 - (i) strategies to address the needs identified in the assessments; and
 - (ii) 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
 - (B) has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. **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 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. 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) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness 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), (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.

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.

VII. Program-Specific Requirements for Combined State Plan Partner Programs

Unemployment Insurance

The Arkansas Department of Workforce Services (ADWS) continues to pursue a strategic direction designed to take ADWS from a mainframe legacy environment to a new web-based environment using server technology and focusing on customer self-service. The intent of this new environment is to bring ADWS to the customer rather than the customer to ADWS. ADWS continually leverages new technology in implementing this strategy.

In the summer of 2004, ADWS deployed the “LOARC” system which enabled claimant usage through the local ADWS offices to self-file initial claims through a web-based system. In January 2008, ADWS deployed the “ArkNet” system which enabled claimants to self-file their continued claims via the Internet from any location with Internet access. ADWS developed the “EZARC” system that allows claimants to self-file their own initial claims via the Internet from any location with Internet access. The EZARC system was deployed to the World Wide Web in October 2011. The EZARC system is considered a success as effectively all initial claims are filed via the Internet by claimants at the local offices or from remote locations. In March 2015, ADWS developed the “Claims Processing Hotline” in order to leverage local office staff by shifting one local office’s workload for claims filed via the EZARC system to another local office experiencing a lower claimstaking volume by utilizing customer call stations and linking them with available local office staff throughout the state.

Beginning in FY 2004, ADWS began upgrading its earnings issue investigative ability through automation. ADWS deployed BARTS (Benefit, Audit, Reporting and Tracking) in December 2004. BARTS processes approximately 85% of earnings issue investigations with minimal, but critical, human effort in the form of data input. Processing of investigations is accomplished primarily through automated cross matches - Quarterly Benefit/Wage Cross Match and the New Hire Cross Match. Per quarter in SY 2015 ADWS investigated approximately 30,100 claims and sent an average of 32,800 wage audit notice requests to employers. In May 2006 ADWS upgraded BARTS to include IRME (Internet Response Module for Employers). IRME allows employers to receive email notification of new 901As, and to respond to those requests online. In 2014, ADWS upgraded BARTS 2.0 to BARTS 4.3 to effectuate more efficient case processing in terms of both system and personnel resource capabilities and will promote more effective and efficient prosecutions through enhanced investigation assignment capabilities.

ADWS launched its Automated Adjudication System (AAS) in July 2005. Like the UI State Information Data Exchange (SIDES), ADWS' AAS system is a web-based system designed to streamline and increase the efficiency of the nonmonetary determination process. Since AAS was implemented in Arkansas, ADWS has continued to enhance the system to further streamline the adjudication process. In March 2012, ADWS deployed its electronic response system for employers to the World Wide Web. Through the electronic response system employers may now receive and respond to Notices to Last Employers, Notice to Base Period Employers, and questionnaires regarding nonmonetary issues via the Internet. ADWS' effort to pursue a strategic direction geared toward using server technology will continue to drive its desire to enhance the Automated Adjudication System in order to maintain the same functionality as SIDES with no additional subscription cost to the agency.

Two web-based applications for employers were launched in FY 2007. The Employer Registration System (ERS) provides online capability to register and maintain UI tax account information for the individual employer or their representative. The Wage Reporting System (WRS) offers online electronic filing for quarterly wage and UI tax reports, including the option for UI tax payments via electronic funds transfers. Both systems were later modified for Intranet usage by ADWS staff, an improvement that allowed ADWS staff the same online, real time updates as the employer users and reduced processing time and costs. The ERS and WRS systems launched in FY 2007 were still dependent on mainframe applications for some processes and other tax functions were also rooted in mainframe processes. In an effort to further enhance the existing internet based system, ADWS developed TAX21 to create a user friendly system for employers and ADWS personnel. The ERS and WRS systems were rewritten and enhanced along with the majority of mainframe processes. For the first and second quarters of 2012, all filings by employers and ADWS' processing were accomplished through TAX21. In FY 2013 ADWS migrated nearly all of the remaining tax processes from the mainframe environment to the new Internet based system. Search capabilities for ADWS personnel were improved to aid in serving employer customers when they contact ADWS, but also to aid in early detection of potential SUTA Dumping employers to minimize large debts of unpaid taxes and protect the Trust Fund. Employers may now register as a seasonal employer online, and are automatically registered as such according to industry codes, subject to opting out manually in response to an email notification. Accounts of acquired companies are now transferred online and immediate notification of any existing tax lien is emailed automatically to the acquiring employer. FY 2016 and 2017 activities for TAX21 include programming to notify the IRS of delinquent employer judgments for collection through the Tax Offset Program.

These enhancements also incorporated the ETA 581, Data Validation and Tax Performance System programs in order to eliminate inconsistencies that may arise when operating in mainframe and Internet environments; Data Validation – Tax passed completely for SY 2014. In FY 2014, the online system was enhanced to provide employers with all account notices, and those notices are imaged real time, allowing ADWS personnel immediate access to them. Additionally, a TAX21 employer can prepare a .pdf of an account registration, adjustment voucher, account maintenance, and other documents and upload them directly to ADWS staff computers and from there to the ADWS imaging system. Enrollment records reveal that in CY 2013 approximately 21% of employers were registered to use the system while as of July 31,

2015 approximately 55% of employers are registered. In 2015, ADWS upgraded TAX21's .NET architecture in order to enhance processing time and to remove virtually all batch processes from the mainframe legacy environment to TAX21's Internet environment. ADWS conducts quarterly training of staff to aid in improving employer usage of TAX21.

In 2008, ADWS launched a new UI benefit payment program using bank issued VISA debit cards. In June 2010 ADWS expanded the UI benefit payment program by rolling out a direct deposit payment option for claimants. On August 8, 2014, a snapshot of UI claims shows debit card to direct deposit payments at 49.58% to 49.89%. In June 2011, ADWS expanded the VISA debit card program to include DUA claimants. In September 2011, ADWS launched new benefit payment options for the TRA program. Claimants may now elect to receive their TRA payments by debit card or direct deposit. The roll out of the VISA debit card and direct deposit payment option for TRA claimants is considered to have been a success and as of August 2012, all TRA benefit payments are made by debit card or through direct deposit.

In FY 2011, DWS replaced the existing overpayment accounting system based on 1970's mainframe technology, MRS (Model Recovery System) with ARCO (Automated Recovery and Collection Operations). This upgrade replaced MRS with 2 systems – NORM (New Overpayment Recovery Module) and RECOVER and provided new capability with ENFORCE. NORM serves as a single repository on each claimant of any adjudicated issue, regardless of whether or not that issue leads to an overpayment. This single look repository was novel to Arkansas. NORM establishes and mails the overpayments and tracks all collections. RECOVER performs billing of collectible overpayment accounts through a progressive billing structure to encourage claimants to remain current on repaying the money owed to the trust fund. ENFORCE automates the identification and processing of payable overpayment accounts that can be collected through legal processes, including prosecution, liens, garnishments, and civil actions, based on programmable legal and policy criteria. Upgrades to RECOVER in FY 2014 improved account processing and provided a new hire cross match to aid in locating claimants with no known current address. Improvements to ENFORCE in FY 2014 automated the import of the lien returns. In an effort to improve performance and system efficiency, NORM upgrades were completed during FY 2015 in order to improve performance and increase system efficiency.

In 2015 ADWS further progressed on its system upgrade strategy by improving several other existing systems to realize more efficient processing at a lower cost through updated technology. The agency imaging system was converted from VB 6.0 to ASP 4.0. The conversion of the imaging platform will enable ADWS to deploy programming which will allow facsimiles to be automatically imaged significantly reducing man-hours and costs associated with printing and imaging paper documents. The facsimile to imaging project should be deployed to production by the end of the fourth quarter of 2015. ADWS also will deploy an in-house developed new hire repository and reporting system, reducing costs, improving performance, and moving this vital function to responsive agency control. During FY 2015, a state income tax refund intercept cross match was deployed in order to automate the balance update requirements for that program, eliminating a manual process and significantly reducing excess intercepts. ADWS continues in its efforts to integrate its AAS system with NORM to enable a more efficient

manner of establishing overpayments. The AAS/NORM interface project is expected to deploy during FY 2016.

In March 2015, ADWS deployed its “Claims Processing Hotline” to selected Workforce Centers as a method of leveraging local office staff by shifting one local office’s claimstaking workload to another local office experiencing a lower claimstaking volume. Claimstaking procedures remain unchanged with the only difference being that a claimant may be partially served at a local office via telephone rather than in-person. Finally, a claimant identification scanning and repository system will be deployed to archive claimant identification in order to address possible identity theft issues. ADWS anticipates piloting the claimant identification scanning and repository system in late 2015 with deployment statewide no later than the end of the first quarter of 2016.

ADWS has two UIRS Grant projects (SBR) underway at this time:

- Short-Time Compensation Grant to automate the submission of the employer’s Short-Time Compensation Plan application and for the filing of initial and continued Short-Time Compensation Weekly Claims.
- Employment Services and Eligibility Assessment (RESEA) Grant to develop and run a weekly profiling model to identify and unemployment insurance claimants who are most likely to exhaust their claims as well as transitioning veterans receiving Unemployment Compensation for Ex-Service members (UCX) and develop individualized reemployment plans designed to enable them to quickly and effectively reenter the workforce.

Current Financial Considerations Impacting Performance

Staffing and funding limitations and requirements to operate and maintain current systems continue to impact the Department’s ability to dedicate the resources necessary to implement the automation changes required to move quickly from a legacy mainframe environment to an Internet and server based environment. ADWS has made progress in updating current systems, in the completion of all upgrades and deployment of a new IVR system, in the deployment of the electronic response system for employers, in the new enhancements to the online employer wage and tax reporting system via TAX21, and in the other system upgrades. However, ADWS anticipates continued shrinking administrative funding as the economy moves from recession and the claims load lightens. Accordingly, ADWS continues to examine ways to efficiently and cost effectively automate and reduce staff.

Training and retention will continue to be major points of emphasis for the Department in order to cultivate and to maintain a well-trained and experienced staff, as well as to provide appropriate training of new hires. To further ADWS’ commitment to provide quality service, training emphasis will continue to focus on promoting a thorough understanding and working knowledge of the UI program. To precipitate this strategy, ADWS has developed online training

that includes mock production performance that can be presented on demand and that can present consistent training content to staff.

GPRA Goals and Targets - FY 2016

First Payments – Intrastate: The goal for FY 2016 is that 87.5% of intrastate first payments for full weeks of unemployment be made within 14/21 days from the week ending date of the first compensable week. Actual performance for ADWS for the SY 2015 was recorded at 93.5%, an increase of 1% over SY 2014. ADWS recognizes that this is a critical area and will continue to monitor first payments in an effort to insure that we obtain maximum performance results and continue to exceed the measure during FY 2016.

New Status Determinations: The GPRA goal for FY 2016 is that 89% of status determinations for new employers be made within 90 days of the end of the first quarter in which liability occurred. ADWS' performance for SY 2015 was at 90.5%, an increase of 1.1 % over SY 2014. As anticipated last year, the training of staff and the new Tax 21 system allowed ADWS to exceed the measure in FY 2015. The Tax 21 system enhances the employer registration process by asking specific questions to better detect instances when a new account is attempting to be established rather than a successor account. Additionally, the system provides a means of allowing employers to send immediate notifications when they attempt to file an account type that is not allowed online because of special requirements. New accounts filed online in SY 2015 totaled 4,798. ADWS has had several training sessions this year to prepare staff to educate employers, on the necessity of filing new accounts timely. ADWS recognizes the importance of making new status determinations timely, and will continue to train staff and monitor performance of its system and processes to insure ADWS continues to exceed the measure.

Detect Benefit Overpayments: The GPRA goal for FY 2016 is at least 67.9% of the estimated detectable, recoverable overpayments will be established. ADWS' performance for SY 2015 was at 53.49%, an improvement over the SY 2014 rate of 40.78% but under the FY 2015 goal of 55.3%. ADWS will continue in its efforts to meet or exceed the Core Measure of 50% to 95% for the Detection of Overpayments, which it has accomplished during the 2013-4, 2014-1, 2014-2, 2014-3, 2014-4 and 2015-1 quarters. In line with the national trend, the majority of Arkansas' overpayments are the result of Benefit Year Earnings issues. ADWS continues in its efforts to educate claimants on the importance of reporting earnings and reporting earnings correctly. ADWS' IVR Cross Match System installs control dates on claims whenever there are matches made between claimants and the State New Hire Directory. Local offices then contact claimants if the week in which a match was made from the State New Hire Directory is claimed. To further enhance the IVR Cross Match System, in May 2012, ADWS began mailing letters automatically to claimants if the week in which a match was made from the State New Hire Directory is claimed. This project has resulted in affording local office staff another opportunity to address potential earnings fraud and to detect potential separation issues. Additionally, ADWS contacts as many employers as possible that do not return new hire wage audit notices timely, in an attempt to increase response rates and thus the detection rate. This strategy effort has resulted in an increase in the average initial wage audit return rate from 55% to 69% in SY 2015 and in the average final wages audit notice return rate to 91% on new hire investigations.

In FY 2016, ADWS will pursue efforts to increase detection rates by concentrating on identifying categories of large numbers of quarterly benefit wage crossmatch investigations which are more labor intensive and less likely to result in overpayments, by substituting other categories of such investigations which are more likely to result in higher overpayments. In FY 2016, ADWS will continue to expand the quarterly crossmatch wage audit notice follow up to encompass more employers.

Assessment of Program Performance in Prior Years

For SY 2015, ADWS' performance below the Core Measures is identified below. Corrective Action Plans are submitted for these items in accordance with the Core Measure criteria for the FY 2016 SQSP in accordance with the Additional Planning Guidance for Fiscal Year (FY) 2016 Unemployment Insurance (UI) State Quality Service Plan (SQSP) as per UIPL 17-15 dated July 17, 2015.

CORE MEASURES

Effective Audit Measure – Corrective Action Plan Included

ALP = total score of 7 or more and passing scores in all four factors. Passing scores in the four factors follow: Factor 1, Employers Audited = 1.0%, Factor 2, Change in Total Wages from Audits = 2.0%, Factor 3, Total Wages Audited = 1.0% and Factor 4, Average Number of Misclassified Employees Detected per Audit = 1.0%.

Performance for CY 2014: ADWS had the following factor scores: Factor 1 = .6%, Factor 2 = 4.5%, Factor 3 = .7%, and Factor 4 = 2.7%

SECRETARY STANDARDS IN REGULATION

Data for the most recent Secretary's Year showed acceptable levels of performance by ADWS in all categories. No narratives are required.

OTHER UI PROGRAM MEASURES

Data Validation – Benefits: Items submitted passed validation – Corrective Action Plan Included

ALP = Pass with a validation score of +/- 1% in Population 4.

Performance for Validation Year 2015 passed in all data validation items but for ETA 5159 Claims and Payment Activities related to federal claims.

Data Validation – Tax: Items submitted passed validation – Corrective Action Plan Included

ALP = Pass all three components +/- 2% in Population 3.

Performance for Validation Year 2015 passed Status New and Status Successor but failed in Terminations.

Improper Recording of Issue Detection Date – Narrative

ADWS recognizes a need to improve the recording of issue detection dates and has continued in its improvement since 2013. In SY 2013 ADWS' total performance was 90.25%, in SY 2014 total performance increased to 91.18%, during SY2015, further increased performance to 93.33%. ADWS acknowledges it did not meet the desired level of achievement of 95% for issue detection dates during SY 2015. Non-achievement stems from an increase in retirement of more experienced and supervisory staff and hiring of staff with little or no prior experience in unemployment insurance and/or adjudication processes and practices.

ADWS plans to improve on the issue detection date measure by continuing to provide in-depth and ongoing refresher Benefits, Timeliness and Quality (BTQ) training with regard to issue

detections dates to all adjudication staff, as well as, quarterly refresher material on issue detection dates. The unit will evaluate quarterly BTQ grading results and provide feedback to all adjudication staff on any issue detection date errors each quarter. Adjudicator Supervisors will continue to grade random cases for quality and correct issue detection dates and provide corrective action to adjudicators on a monthly basis. As detection date errors remain part of the Adjudicators' and Adjudication Supervisors' performance appraisals, this internal performance standard should continue to help to increase the accuracy of issue detection dates, which along with reminders and training to all adjudication staff, will help move this performance measure closer to the desired level of achievement of 95%.

UI PROGRAM NATIONAL PRIORITIES

Improve State UI Program Capacity – Narrative

ADWS began the process of building its administrative capacity in CY 2014 when it began development of a strategic plan effective through CY 2018. Integral to that plan is a Plan-Do-Check-Act cycle process for development of sustainable solutions for the upcoming challenges. In developing the plan, ADWS Senior Staff analyzed processes internal to and external to the agency in order to identify areas of strength and weakness and the tools available for leveraging improvements in all areas. Several key areas that were identified are the wise use of technology, the investing in staff training and recognition, and the transferring of staff knowledge to new staff. Additionally, a commitment has been made to

avoid the pitfalls of providing services based on funding, rather than customer needs. In this regard ADWS is dedicated to utilizing flexible funding sources and will continue to evaluate future SBR opportunities and technical assistance opportunities on that basis. Finally, ADWS has committed itself to enhancing collaboration within the agency.

Improve Prevention, Detection, Recovery – OPs – Narrative

As outlined throughout this SQSP, ADWS completely agrees with the need to protect the integrity of the trust fund. Since 2004 ADWS has invested millions of dollars in systems and improvements to combat improper payments and to collect overpayments, including the FY 2014 deployment of the BARTS 4.3 upgrade that improved efficiency and reduced costs. ADWS has been integral in developing systems that can be implemented in other states. This long-term strategy of investing in these systems has resulted in ADWS meeting the Core Measure of 50% to 95% for the Detection of Overpayments for the first time in its history in the 2013-4 quarter, and again in the 2014-1, 2014-2, 2014-3, 2014-4 and 2015-1 quarters. ADWS remains committed to continuing to find the most effective solutions for reducing improper payments and stands ready to evaluate any proposed solution for implementation in Arkansas.

Improve UI Performance Nationally – Narrative

ADWS' strategies have moved it in recent years to a program with nationally significant results. In SY 2015 ADWS excelled in State Rankings of Core Measures. In Tax Quality, ADWS passed. In "Nonseparation Determination Quality Scores", ADWS ranks 19th in the nation with a score of 86.7%, compared to the national average of 76.6%. In "New Employer Status Determinations 90-day Timeliness", ADWS ranks 12th in the nation with a score of 90.5%, compared to the national average of 87.9%. In "Nonmonetary Determinations 21-day

Timeliness”, ADWS ranks 10th in the nation with a score of 89.9%, compared to the national average of 71.6%. In “Separation Determination Quality Scores”, ADWS ranks 11th in the nation with a score of 83.3%, compared to the national average of 69.5%. In “All First Payments 14/21-day Timeliness”, ADWS ranks 4th in the nation with a score of 94.1%, compared to the national average of 82.5%. ADWS strives for all opportunities to lead the nation in the effort at improving UI performance. ADWS routinely reviews the UI Performs results immediately upon their availability to monitor performance, and it adjusts strategies to improve performance where warranted. In the past ADWS has sought Regional Office guidance and has implemented many recommended changes to address improper payments. ADWS will continue to do so as it seeks to improve its integrity efforts.

Workforce Innovation and Opportunity Act (WIOA)

WIOA, which went into effect July 1, 2015, is designed to provide job seekers with increased access to employment, education, training and other support services to succeed in the labor market, match employers with the skilled workers they need to compete, improve the coordination of employment and training services and resources, and strengthen collaboration with state and local partners. ADWS hosted a unique training and strategy session, July 21 – 22, on implementing the Workforce Innovation and Opportunity Act in Arkansas, which is the first major reform in workforce development in 15 years. At this interactive session, 500 workforce development partners and stakeholders, including employers, economic developers, Workforce Development Board members and community college representatives learned and discussed how they can develop broader and deeper partnerships, integrate programs and services and develop within their regional area of the state to help prepare Arkansas’ workforce to meet the specific needs of current and potential employers. ADWS will continue to pursue strategies to increase connections between the unemployment insurance claimants and the opportunities available through our workforce partners to secure employment services and job training in in-demand industries and occupations.

Facilitate the Reemployment of Claimants – Narrative

While no GPRA goal for FY 2016 was established, the rate for CY 2014 was 57%. Actual performance for ADWS for CY 2015 was 66.7% exceeding standards which also exceed the ALP of 59% established for CY 2016. ADWS received a Reemployment Services and Eligibility Assessment (RESEA) Grant to develop and implement a weekly profiling model to identify and unemployment insurance claimants who are most likely to exhaust their claims as well as transitioning veterans receiving Unemployment Compensation for Ex-Service members (UCX) and to develop individualized reemployment plans designed to enable them to quickly and effectively reenter the workforce. For FY 2016 ADWS will continue to provide employment services for all job seekers, including unemployed claimants, in order to continue excellent service to claimants in the furtherance of assisting them in their efforts to reenter the workforce.

Worker Misclassification – Narrative

ADWS recognizes the national priority in reducing employer misclassification of workers. ADWS’ commitment in this area is demonstrated by results of audits conducted in SY 2014.

The Effective Audit Measure score for ADWS has ADWS out-performing nearly all other states in the Region in two of the four factors. In the past SY ADWS improved its audit identification process. Audits still are identified through the UI benefit claim filing process. When wages are missing on a claim the 515 Unit investigates. If the 515 Unit determines that the employer misclassified the claimant as a contract worker, the unit sends the employer a liability letter stating the reasons why the claimant should have been classified as an employee. The employer has 30 days to appeal the decision. If no appeal is filed or if ADWS prevails on the appeal, and depending upon the availability of auditors, the employer is subject to a complete audit. In addition to this process, in the fourth quarter of 2013, ADWS refined the random audit identification process to include a total wages component. Employers selected for random audit now will have to have a minimum dollar of total wages. This will more effectively utilize limited auditor resources. In SY 2015 ADWS discovered 1,316 misclassified workers, underreported wages totaling \$30,494,595 and discovered \$494,361 in unreported contributions through this process. ADWS is proactive in addressing misclassification by seeking to better educate employers regarding worker misclassification through posting of subject matter materials on the ADWS website and through the development of brochures for dissemination by the Arkansas State Chamber of Commerce and the UALR Small Business and Technology Development Center. At each quarterly ADWS Advisory Council meeting, misclassification of workers is an agenda item. ADWS will continue to pursue misclassified workers. In the coming FY ADWS is anxious to evaluate the additional opportunities DOL will present to improve the targeting of audits, to improve employer education and to combat egregious employer schemes collectively.

Strategy for Evaluating Customer Satisfaction

ADWS periodically publishes alerts to employers to promote a greater understanding of procedures and policies which also serves as a means to alert them to upcoming changes, new laws, etc. The Department's website also encourages feedback from our customers, both claimants and employers, as it solicits complaints, problems and suggestions. All questions received are forwarded to the appropriate section for immediate response. During SY 2012, ADWS introduced an official ADWS Information Desk to assist claimants and employers with general information regarding services provided by ADWS and claim assistance. It is the goal to handle all inquiries within 24 hours of receipt. As with the feedback received from our customers via our website, customers who need more detailed assistance than can be provided by the Information Desk are forwarded to the appropriate section for immediate response.

During SY 2015 ADWS implemented an annual telephonic customer service survey of randomly selected job seekers and employers. ADWS contracted with the Survey Research Center at the University of Arkansas at Little Rock. ADWS collaborated with the SRC on the design of the survey instrument, but the execution of the survey was done independently by SRC staff to attain the most accurate, unbiased assessment. As with prior survey results, ADWS uses the results to measure program effectiveness and aid in the modification and development of strategies to improve agency processes and services.

Results from the job seeker survey reveal that the of claimants find the IVR service options for filing claims continues to be viewed as “very easy to use.” Of claimants using the ArkLine system, 58% rate the telephone system with the highest rating of “10” while 57% rate the online system for weekly claim filing with the highest rating of “10.” When asked to rate their overall satisfaction with Workforce Center services, ratings given by the job seekers averaged to 7.5 on the satisfaction scale. Approximately 1 in 3 job seekers gave the service a “10.” This represents an increase of 5 percentage points compared to 2013. Finally, nearly three-fourths (73%) of job seekers rated the Workforce Center staff’s willingness to help as either “Excellent” or “Good.”

During SY 2015 ADWS implemented a voluntary customer service survey for individuals utilizing the “Claims Processing Hotline.” Survey results were used to measure effectiveness of the “Claims Processing Hotline” and to aid in the potential modification and development of strategies to improve the initial claims filing process and related service. Results from the survey revealed an overwhelmingly positive response to the effectiveness of the “Claims Processing Hotline” to reduce customer service times, increase customer satisfaction and increase efficiency by seamlessly reallocating staff resources from local offices experiencing lower claims volumes to those offices experiencing high claim volume or experiencing staffing shortages. The results of the surveys prompted ADWS to expedite the deployment of the “Claims Processing Hotline” to all remaining local offices enabling the project to become completed four months ahead of schedule.

Maintaining Solvency of the State’s Trust Fund

As of August 1, 2015, the preliminary TUR rate for Arkansas was 5.7%. Through the week ending July 4, 2015, Initial Claims totaled 81,771 and Continued Claims totaled 626,642. Data on the ETA UI-3 reports indicate that through June 2014, CY 2014 Initial Claims totaled 77,213 and Continued Claims totaled 658,441. This represents a slight increase in Initial Claims and a significant decrease in Continued Claims for the same period in CY 2014.

Arkansas’ Unemployment Insurance program served as an important safety net for thousands of Arkansas families during the Recession. Unfortunately, the increase in demand for unemployment claims quickly exhausted the program’s trust fund. Arkansas was one of 35 states that had to take advances from the federal government in order to meet the funding needs resulting from additional UI claims. The ADWS UI Trust Fund received \$360 million in Title XII Advances in order to pay UI Benefits. On October 1, 2014, ADWS made the made the final, voluntary payment on these advances. ADWS projects a trust fund balance of \$354,500,000 at the end of CY 2015.

While the UI Trust Fund has not reached the recommended average high cost multiple of 1, bills passed during the 2015 Legislative Session are increasing trust fund solvency. Act 412 amends ADWS’ Unemployment Insurance law by reducing the total number of full weeks of UI benefits from 25 to 20 and changes the weekly benefit amount calculation from using the high quarter to using an average of all four quarters in the base period. ADWS projects Act 412 will result in a reduction of disbursements by 30 to 40 million per year. Act 690 amends ADWS’ Unemployment Insurance law by allowing ADWS to offset the federal tax returns of employers who are delinquent in the payment of their unemployment insurance taxes.

In addition to the current legislatively authorized activity, ADWS previously implemented some varied strategies to protect or replenish the trust fund. ADWS began participating in the Treasury Offset Program in SY 2013; in SY 2013 ADWS intercepted a net \$16,853,664.14 of which approximately \$9,299,655.36 was returned to the trust fund; in SY 2014 ADWS intercepted a net \$8,108,965.38; for SY 2015 intercepted a net \$9,633,542.28; and for SY 2016 through July 31, 2015 intercepted a net of \$2,199,885.82. In March 2012, ADWS began matching claims with the state payroll system, AASIS, in order to detect improper payments to state employees as quickly as possible. The cross-match returns weekly earnings for the match weeks, eliminating the need to send wage audit requests to individual agencies. In the coming FY, ADWS projects to deploy front-end identity verification. ADWS will continue to examine the feasibility of automating the import of appeal statuses to the overpayment repository and the deployment of the AAS/NORM interface to automatically establish many non-earnings issue overpayments. In order to make initial claim eligibility determinations faster and more accurate, ADWS will continue to seek to increase employer utilization of the response systems for employers to respond to notices to last employer, notices to base period employers, the adjudication questionnaires, and wage audit notice requests. To complement the subject specific online fraud applications, ADWS continues to experience good results with the online, general fraud reporting system available to the general public on the ADWS home page.

Assurances

Per UIPL 21-14, by signing the SQSP Signature Page, ADWS certifies that it will comply with the assurances listed in Handbook 336, 18th Edition, Change 3. ADWS will institute any plans or measures necessary to comply with the requirements.

Additionally, UIPL 21-14 requires information for Assurance “H”, “Assurance of Contingency Planning”; and Assurance “J”, “Assurance of Automated Information Systems Security.

H. Assurance of Contingency Planning:

- Date IT Contingency Plan Implemented: 2004
- IT Contingency Plan Reviewed/Updated: Monthly
- IT Contingency Plan Tested: *Scheduled for Fall 2015*

J. Assurance of Automated System Security

- Date Risk Assessment Conducted: January 2014
- System Security Plan Reviewed/Updated: January 2015
- System Security Plan implemented: 2004

SQSP SIGNATURE PAGE

OMB Approval No. 1205-0132

Expires 10/31/2014

U.S. DEPARTMENT OF LABOR Employment and Training Administration	FEDERAL FISCAL YEAR 2016	STATE AR
UNEMPLOYMENT INSURANCE STATE QUALITY SERVICE PLAN SIGNATURE PAGE		
<p>This Unemployment Insurance State Quality Service Plan (SQSP) is entered into between the Department of Labor, Employment and Training Administration, and</p> <p style="text-align: center;"><u>Arkansas</u> (STATE'S NAME)</p> <p>The Unemployment Insurance SQSP is part of the State's overall operating plan and, during this Federal fiscal year, the State agency will adhere to and carry out the standards set forth in Federal UI Law as interpreted by the DOL, and adhere to the Federal requirements related to the use of granted funds.</p> <p>All work performed under this agreement will be in accordance with the assurances and descriptions of activities as identified in the SQSP Handbook and will be subject to its terms.</p>		
TYPED NAME AND TITLE	SIGNATURE	DATE
STATE ADMINISTRATOR Daryl Bassett, Director		
DOL APPROVING OFFICIAL		
DOL APPROVING OFFICIAL		

Trade Adjustment Assistance

The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade-affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and alternative TAA wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).

- (a) The TAA program is a required partner in the one-stop delivery system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). Therefore, given that the TAA program is part of the broader workforce system and a key goal for the TAA program is to ensure that trade-affected workers are able to successfully return to work, *ETA strongly encourages States to integrate their TAA program activities in concert with other workforce system core and partner programs that may also address the needs of trade-affected workers.* WIOA Sec. 103(3)(A)(B). Consistent with the Governor-Secretary Agreement, the States agree to use funds obligated under the TAA Annual Cooperative Financial Agreement (CFA), to carry out the TAA program, including: 1) ensuring integration of the TAA program into its one-stop delivery system; 2) using the centers in this system or network as the main point of participant intake and delivery of TAA program benefits and services; and 3) ensuring the terms of the Memoranda of Understanding (MOU) with the Local Workforce Investment Boards, as established under WIOA section 121(c) will apply to the assistance provided by other one-stop partners to TAA participants. (Trade Act Sec. 239 (a) as amended by WIOA section 512 (hh))

Describe the State's process for operating the TAA program that ensures coordination and integration with WIOA core and partner programs. Provide examples, if available, of how the co-location of Wagner-Peyser in one-stop centers and the addition of Temporary Assistance for Needy Families (TANF), have improved access to these services for trade-affected workers.

The TAA Program in Arkansas has two Program Operations Managers responsible for Field Staff and Fiscal Services. These two Managers and the Fiscal staff are located in the Central Office and provide support to the seven TAA Program Monitors that are out-stationed across the state. These seven Program Monitors oversee the 16 TAA Workforce Specialists who work directly with TAA Clients in our 34 local offices. These TAA Specialists meet individually with the clients and conduct initial assessment services while also providing more detailed Program information. During these one-on-one assessments the client is provided with information regarding the other supportive services available to them via the Workforce Center to include WIOA and TANF. When WIOA or TANF staff is present the clients are escorted to the appropriate staff member. In the event that WIOA or

TANF representatives are not then available, a referral form is completed so staff can arrange to meet with the client at a later time. Having TAA staff co-located at the local offices with other partner programs is extremely beneficial in providing supportive services to clients. Having all partners share a common space builds professional relationships and leads to all members of the group being vested in the outcomes for our mutual clients. These relationships also allow staff to identify trends and share information in a way which provides the client with their best chance for success.

TAA and WIOA Staff are generally able to answer basic questions about both programs. When a dislocated worker comes into a Workforce Center, it is important to establish if the worker has been either totally or partially separated from employment at a company whose workers were certified as eligible to apply for TAA. Any workers who are potentially TAA-eligible are immediately referred to TAA Program staff.

A worker eligible for WIOA services immediately after notice of layoff will become eligible for TAA benefits and services only after he or she has totally or partially separated from the trade-impacted employer. When the TAA-eligible worker is receiving WIOA services, it is very important that the WIOA staff works closely with the staff delivering TAA benefits and services to develop a single plan of service for that worker.

Arkansas' Trade Program has consistently pursued more and better integration and coordination between the WIOA and TAA programs. Specifically, Trade Program hopes that workers receiving TAA benefits are also able to access core and intensive services. There is ongoing development of integration between WIOA and TAA services, including decisions between the parties about what services will be provided, how those services will be provided and discussions on performance measures.

Benefits of integration between Programs:

Additional Resources to Provide Training and Income Support: *The Trade Act may provide additional training and income support resources for certified individuals that would reduce WIOA Title I out-of-pocket costs for two of the most costly components;*

Improved Participant Outcomes: *By coupling the Trade Act training and income support dollars with WIA's capacity for counseling, case management, and follow-up, superior performance outcomes may be obtained in both programs.*

Benefits to TAA Customers and Program:

Enhanced Service Delivery: Co-enrollment in WIOA and/or other programs can provide TAA certified customers with access to a wide array of vitally important services;

Increased Services to Customers: Co-enrolled workers may gain access to supportive services like child care, utility subsidy and transportation assistance, as well as to other services such as in-depth assessment, interest inventories and reviews of transferable skills.

- (b) States must develop and manage resources (including electronic case management systems) to integrate data, including co-enrollment data, provided through different agencies administering benefits and services to trade-affected workers in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))

Describe how the State will use TAA funding for infrastructure, other shared costs, and the promotion of the development of integrated intake, case management and reporting systems.

In addition to paying a portion of the overhead and office expenses of the locations where TAA staff are located the TAA program also provides significant support for the Arkansas Job Link (AJL) system. AJL is our integrated intake, case management, and reporting system and is a part of the America's Job Link Alliance (AJLA).

The Arkansas Department of Workforce Services utilizes AJL as a staff assisted and self-service tool for the Labor Exchange, Trade Adjustment Assistance (TAA), Workforce Innovation and Opportunity Act (WIOA) and Temporary Assistance for Needy Families program beneficiaries and to assist employers when recruiting viable employment candidates.

America's Job Link Alliance (AJLA) is a consortium of state workforce agencies dedicated to providing workforce development systems. Collaborating and sharing resources allows AJLA to deliver its members the best possible return on investment for their software dollars. The United States Department of Labor encourages the use of state partnerships to support the public workforce investment system, as described in Training and Employment Notice 07-11, released August 30th, 2011. Formation of AJLA was supported by the United State Department of Labor (US DOL). The Alliance was formed to allow the members to share technology development costs to reduce their cost of ownership and maximize their return on investment.

AJLA has thirty-five (35) years of experience in developing and maintaining workforce development solutions. AJLA member states guide the design and ongoing development of AJLA products by nominating representatives to the AJLA Steering Committee. Subscribers submit requests for system enhancements to AJLA's two Sub-

Committees: America's JobLink and Reporting. An ADWS employee currently serves as Vice-Chair of the Steering Committee.

The AJLA-Technical Support annual vendor subscription fee encompasses full system support of the fully functioning, comprehensive labor exchange system, including:

- *System maintenance to resolve product related issues;*
- *System upgrades and enhancements improving operational and processing efficiencies and effectiveness at no additional charge;*
- *System upgrades to meet Federal programmatic mandates, regulations, and initiatives at no additional charge;*

Not only does AJLA provide a self-service tool for multiple programs administered by ADWS, it tracks enrollments and services for all seventeen one-stop partner programs

(c) Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non-inherently governmental functions, States must engage only State government personnel to perform TAA-funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)

Describe how TAA program-funded benefits and services are approved by merit-staffed employees in accordance with 20 CFR 618.890.

All TAA services in the state of Arkansas are provided by dedicated TAA staff. All TAA services for clients including on-site information sessions, one-on-one assessments, training program development and approval, job search and relocation allowance administration and ATAA/RTAA are provided to clients via these full-time TAA staff members. Utilization of full-time TAA staff ensures proper training which results in a consistent level of service being provided to all Program recipients.

Trade Adjustment Assistance (TAA) Program Assurances

The Trade Adjustment Assistance (TAA) program is a Required Partner in the one-stop system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). However, to receive TAA program funds, States must adhere to the signed Governor-Secretary Agreement, in addition to the terms and conditions provided in the Trade Adjustment Assistance (TAA) Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement, executed each fiscal year between the State and ETA.

The CFA, which is incorporated by reference into the Governor-Secretary Agreement, explains program requirements, limitations on the use of funds, assurances and other important grant

provisions that States must follow to receive TAA program funding for Training and Other Activities (which includes training, employment and case management services, and allowances for job search and relocation and State administration of these benefits and services).

At the beginning of each fiscal year, ETA provides each Cooperating State Agency (CSA) with a CFA for that year, which the CSA is required to execute and submit to ETA’s Office of Grants Management. The Unemployment Insurance (UI) Annual Funding Agreement is the mechanism for funding the State administration of TRA and older worker wage subsidies through the State agency that administers the unemployment insurance laws for the State.

Trade Adjustment Assistance (TAA) Program Assurances

The State Plan must include assurances that:	
1.	On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four-year State planning cycle.

Temporary Assistance for Needy Families

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).

Arkansas operates a TANF Block Grant assistance program on a statewide basis in accordance with all applicable federal and state laws and policies. This statewide program has been fully articulated in previously-approved TANF State Plans by the Administration for Children and Families.

The Department of Workforce Services and the Department of Human Services – Division of County Operations work collaboratively in making the TANF Program services available in each of Arkansas’ seventy-five (75) counties.

- (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)

In accordance with federal requirements, Arkansas requires parents and caretakers to engage in work as a condition of ongoing eligibility unless they are unable to do so due to

one or more of the specific criteria outlined in our Exemptions/Deferrals policy. A non-parent adult caretaker who has chosen not to be included as an eligible member is not required to participate in work activities.

Minor parents are excluded from the employment requirement, however, they must be engaged in appropriate education or training programs.

- (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). Consistent with the required strategic elements discussed in section II (a)(2) herein, provide a specific analysis of how the State's workforce development activities are addressing employment and training services for parents or caretakers receiving assistance.

As articulated in the federally-approved Work Verification Plan, Arkansas determines the appropriate number of hours of work participation for each parent and caretaker. The appropriate number of hours is based upon the development of the participant's employment plan.

Arkansas has implemented the following minimum number of hours of participation in work activities for Single Parent and Two-Parent Cases:

- Single Parent Cases – A single TANF/TEA participant must be engaged in work activities for a minimum of 30 hours per week.
- Two-Parent Cases – In two parent families, one parent must be engaged in a work activity for a minimum of 35 hours per week. If the second parent is not deferred, then both parents must be engaged in work activities – one for a minimum of 35 hours per week and the other for a minimum of 20 hours per week.

Once the employment plan has been developed, the case manager will input this data into the State's ANSWER system that opens the case. Case managers will then obtain documentation of actual hours of participation and, upon verification, enter these hours into the state's TANF Program IT System, called ANSWER.

The ANSWER System tracks the actual hours of participation entered for the required activities. In order to remain eligible to receive financial assistance, a participant must participate in the activities outlined in the employment plan for the required number of hours. ANSWER assists the case manager in recognizing the lack of sufficient hours entered via Exception Reports. These Exception Reports are generated monthly and contain those participants who have not participated in enough hours to comply with the federal requirements.

- (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)

Arkansas restricts the disclosure of information about individuals and families receiving assistance under the program. It is unlawful, except for purposes directly connected with the administration of the TANF program, for any person or persons to solicit, disclose, receive, make use of, or to authorize, knowingly permit, participate in, or acquiesce in the use of, any list of names, of or any information concerning persons applying for or receiving such assistance. This includes information from the records, papers, files or communications of the State or Local or County Office; or information acquired in the course of the performance of official duties.

Information concerning an applicant, recipient, or other persons known to the Department will not be made available without the written consent of the applicant, recipient, or other persons known to the Department except to authorized employees of the Departments of Workforce Services and Human Services and other state or federally funded agencies for certain purposes directly connected to the implementation of the program or other federally funded programs based on need.

- (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)

Arkansas continues to operate programs using State and Federal funds to prevent or reduce the incidence of out-of-wedlock pregnancies, including abstinence education.

The Arkansas State Legislature implemented the TANF-funded Community Investment Initiatives which includes a component designed to improve outcomes for youth. These outcomes include reducing risky behaviors such as sexual activities, drug use, and criminal behavior.

- (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)

The State uses TANF funds for emergency assistance activities that were previously authorized as of September 30, 1995 under the AFDC Emergency Assistance State Plan.

The Arkansas Department of Human Services, Division of Children and Family Services, in collaboration with the Arkansas State Police, provide services to families to alleviate emergency situations, including allegations of child mistreatment, neglect, and statutory rape.

For families who are experiencing an emergency situation, the Division provides a maltreatment assessment of the family needs.

- (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)

TANF Program participants have access to their monthly cash assistance benefits through electronic benefit transfer (EBT) cards. Policies and procedures are in place to ensure that TANF benefits are only used by recipients to purchase goods and services essential or necessary for the welfare of their families.

The state's EBT Restrictions Plan, approved by the Administration for Children and Families, details the specific policies and procedures related to in place to ensure that monthly cash assistance benefits are both accessible and only used for eligible products and services.

- (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)

When benefits are first issued, Arkansas provides clients information about the fees and surcharges that stores may charge clients when using the EBT card to get cash from their TANF benefit accounts. Clients receive an informational brochure with the initial EBT card disbursement.

The brochure explains that clients receive two free ATM transactions per calendar month. For the third and subsequent TANF cash withdrawal in a calendar month, a retailer has the option to charge recipients a fee of \$0.65 per transaction. Retailers are not permitted to charge a TANF recipient any other fees or surcharges in connection with the client's use of their TANF benefit account.

Additionally, the EBT Customer Service telephone number is provided to clients so that they can receive information related to lost or stolen cards, PIN retrieval, or report potential erroneous charges or fees.

- (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)

Arkansas does not treat families moving into the State differently than other families under the program.

- (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)
Arkansas provides assistance under the TANF Program to individuals who are not citizens of the United States in the same manner and based upon the same eligibility criteria as US citizens, if the non-citizen meets the definition of “qualified alien”.
These qualified aliens are persons 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 five-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 five (5) years.
- (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)
Arkansas determines eligibility and delivers benefits under the TANF Program in accordance with federal requirements.

Notices of adverse action are sent prior to applicants prior to the adverse action being taken. The recipient is allowed to appeal the adverse action if he or she responds within the 30 day time period. Continuation of benefits will be granted provided the appeal was received within 10 days from the date of the notice.

The Department of Human Services administers and conducts hearings in accordance with the Arkansas Administrative Procedures Act 25-15-201 et seq.

- (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 Department of Workforce Services works collaboratively with the State’s twenty-five (25) two-year colleges and technical institutions to provide training to low-income recipients in medical occupations to address the low workforce demand.

Prior to the provision of this training, a determination is made regarding whether or not these occupations are determined as “high-demand” in the geographical area by the Department’s Labor Market Information Unit. Attracting and training individuals in

elder care will ensure a pool of employees with the skill set necessary to provide quality care.

- (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 Services encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7)

Arkansas provides funding for the Arkansas Better Chance for School Success Program that is utilized in Arkansas' TANF program for MOE purposes. The expenditures are utilized in accordance with the regulations provided for under the Arkansas Better Chance program.

The Arkansas Better Chance Program is a school readiness program for children ages 3-5 at state licensed child care centers and at schools governed by local health and safety laws for families with gross income not exceeding 200% of the FPL.

TANF CERTIFICATIONS

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:	
1.	Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);
2.	Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);
3.	Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)— (A) have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; and (B) have had at least 45 days to submit comments on the plan and the design of such services;
4.	Provide each member of an Indian tribe, who is domiciled in the State and is not eligible

	for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);
5.	Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act);
6.	(optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).— (i) screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals; (ii) refer such individuals to counseling and supportive services; and (iii) waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence.

CERTIFICATIONS

The State of Arkansas will operate a program to provide Temporary Assistance for Needy Families (TANF) benefits to individuals to reduce dependence of needy parents on government benefits by promoting work so that children may be cared for in their own homes or in the homes of relatives; prevent and reduce the incidence of out-of-wedlock pregnancies; and to promote family unity.

Executive Officer of the State (Name) **The Honorable Asa Hutchinson**

In administering and operating a program which provides Temporary Assistance for Needy Families under Title IV-A of the Social Security Act, the State will:

1. Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);
2. Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);
3. Designate the **Department of Workforce Services** as the State agency that will administer and supervise the program referred to in paragraph (1) for the fiscal year; certifies that both local governments and private sector organizations have been consulted regarding this plan and design of welfare services in the State so that those services are provided in a manner appropriate to local populations; and have had at least 45 days to submit comments on the plan and the design of such services;
4. Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);
5. Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act);
6. Has established procedures to:
 - a. Recognize individuals receiving assistance under this part with a history of domestic violence and, when appropriate, refer such individuals to counseling and supportive services.
 - b. Waive, on a case-by-case basis and pursuant to a determination of good cause, other program requirements such as time limits (for as long as necessary) for individuals receiving assistance, and child support cooperation requirements when compliance with such requirements would make it more difficult for an individual receiving assistance under this part to escape domestic violence or unfairly penalize such an individual who is or has been victimized by such violence, or who is at risk of further domestic violence.

Decisions to waive compliance with TEA requirements will be made on an individual, case-by-case basis, and will not endorse an individual's failure to behave proactively to ameliorate destructive domestic violence situations. We support domestic violence victims taking actions to recover their lives through the relief provided by resources Arkansas makes

available.

CERTIFIED BY THE CHIEF EXECUTIVE OFFICER OF THE STATE:

Signature and Title Date

DRAFT

Jobs for Veterans State Grant

A. Employment Outlook for Veterans

Arkansas Civilian Labor Force Summary:

Labor force data, produced by the U.S. Department of Labor, Bureau of Labor Statistics and released July 18, 2014 by the Department of Workforce Services, show Arkansas' seasonally adjusted unemployment rate fell two-tenths of a percentage point, from 6.4 percent in May to 6.2 percent in June. The United States' jobless rate declined to 6.1 percent in June. The decrease in Arkansas' unemployment rate this month mirrors the trend seen at the national level. This month's rate of 6.2 percent is the state's lowest unemployment rate since November 2008, when the rate was 6.1 percent.

Arkansas Nonfarm Payroll Job Summary:

Four major industry sectors posted job losses, more than offsetting gains in six sectors. Jobs in government fell 5,900. Educational and health services experienced a loss of 2,600 jobs. A little over sixty-five percent of the decline occurred in healthcare and social assistance (-1,700). Employment in Manufacturing rose 1,900.

Since June 2013, Arkansas' nonfarm payroll employment rose 17,800. Nine major industry sectors experienced growth, more than offsetting losses in two sectors. Educational and health services added 3,500 jobs. Most of the gains were reported in health care and social assistance (+2,200). Jobs in leisure and hospitality increased 3,500. The majority of the growth occurred in food services (+2,900). Manufacturing added 3,400 jobs, mostly in durable goods (+2,400). Trade, transportation, and utilities increased by 3,000 jobs. Growth was reported in both retail (+2,000) and wholesale (+1,400) trade.

Unemployment figures are historically above national averages in some rural counties, while in others the rate remains quite low due to residents commuting to the major metropolitan areas for employment. The commuting nature of rural residents is a critical consideration because it directly impacts employment services as a whole. A detailed examination of commuting patterns for Pulaski County shows that the region has a net inflow of workers. In 2011 (the latest annual Census data available), there were 236,137 workers employed in Pulaski County and 157,076 workers living in the county. Over half of Pulaski County workers work and live within the county, the balance commutes in from the surrounding areas.

As a result of coordinated efforts through key state agencies, Arkansas has been rather successful in attracting manufacturing and other knowledge-based jobs to the state. While there have been a large number of jobs lost from the manufacturing sector, there have been successful efforts to attract new industries into the state. The result has been a relatively small percentage decline in manufacturing positions statewide. However, these new industries may require new skill sets and ultimately drive the need for the workforce to be retrained or new skills to be acquired. This puts jobseekers (especially veterans) in the position of needing additional or updated training. The following chart lists the top ten occupational projections by percentage of growth through 2022 for Arkansas.

Arkansas Projected Growth Industries through 2022

<i>Occupation</i>	<i>Estimated Employment</i>	<i>Projected Employment</i>	<i>Numeric Change</i>	<i>Percent Change</i>
Personal Care Aides	14,436	21,489	7,053	49
Health Specialist Teachers, Postsecondary	465	691	226	48.6
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	75	110	35	46.7
Nursing Instructors and Teachers, Postsecondary	642	933	291	45.3
Diagnostic Medical Sonographers	382	539	157	41.1
Skincare Specialist	170	238	68	40
Food Scientist and Technologist	342	474	132	38.6
Physician	138	191	53	38.4
Home Health Aides	8,505	11,390	2,885	34
Audiologists	54	72	18	33.3

The projected growth occupations shown in the chart above require specialized training for entry-level positions. For veterans, especially those who have been working in other industries for a number of years, training opportunities play a critical role for reentry or transitioning to the workforce. We are actively reaching out to both two and four-year institutions of higher education and Arkansas projected growth industries to provide direct assistance in hiring and retention of eligible veterans and persons as outlined in this State Plan.

B. Targeting Services to Veterans with Significant Barriers to Employment (SBE)

Veterans and eligible persons with significant barriers to employment (SBE), economically or educationally disadvantaged, recently separated, homeless, offenders and veterans between the ages 18-24, identified in VPL04-14 as the target groups for services by Disabled Veterans Outreach Program (DVOP) specialists. The state will focus efforts to increase services and outreach to the target populations as identified in guidance.

The State will take steps to ensure that veterans with significant barriers receive intensive services by DVOP specialists. During the initial assessment, if a veteran self-attests to meeting one or more of the SBE criteria, Arkansas Workforce Center (AWC) staff will refer the individual to a DVOP specialist for intensive services.

To promote the hiring and retention of veterans, we are actively reaching out to both two and four-year institutions of higher education to provide direct assistance in placing veterans that obtain credentials and to increase awareness of the range of services available through the AWCs. This strategy, combined with Career Readiness Certificates and the Microsoft IT Academy, is designed to provide veterans intensive services, occupational and computer skills training to give veterans an advantage over other applicants and to be more competitive and appealing to potential employers. These tools will also provide veterans with an advantage when pursuing educational and training credentials.

The Arkansas JobLink System (AJL,) the state management information system, provides detailed performance reports. This database is used to monitor and track the number of Veterans and types of services provided virtually and/or through staff assisted services. Based on the data provided by AJL we are able to identify at both the local and state level the effectiveness of our outreach to the targeted veteran population. The information is also used to calculate the

incentive awards for DVOPs, LVERs, and AWC staff that provide exceptional service and meet performance measures.

Targeted veterans are identified as the following:

- Special disabled or disabled veteran, as those terms are defined in 38 U.S.C. §4211(1) and (3); 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
- Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a);
- A recently separated service member, as defined in 38 U.S.C. § 4211(6) who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;
- An offender, as defined by WIA Section 101(27), who has been released from incarceration within the last 12 months;
- Lacking a high school diploma or equivalent certificate; or
- Low-income (as defined by WIA at Sec. 101(25)(B).

VPL 01-09 encourages that a DVOP specialist is out stationed to serve as the Intensive Services Coordinator (ISC) for Vocational Rehabilitation & Employment (VR&E) clients referred to AWCs for job placement assistance. A physical presence at the facilities increases coordination with VR&E staff. The ISC refers VR&E clients to programs authorized under the Workforce Investment Act (WIA), Vocational Rehabilitation under United States Code (38 U.S.C.), Chapter 31, and other federal and state programs that provide services and activities to assist the veteran in determining an employment or training plan, to include apprenticeship and on the job training (OJT) to enhance employment potential.

Arkansas does not have designated tribal lands and does not have a specific strategy for outreach to Native American veterans.

C. Planned Deployment of Grant-Funded Staff

The State will continuously evaluate the geographical assignments of the DVOP and LVER staff in effort to increase the availability, quantity, and quality of services to be provided. The state will continue to monitor and adjust the staff placements, with the approval of DOL VETS, at workforce centers to ensure that the mix and availability of DVOP staff are in the most advantageous locations to serve veterans with SBEs. Currently, DVOPs are positioned in the major metropolitan areas with the largest population of veterans as indicated by VA county population reports. Within the AWCs, DVOP specialist will be co-located with the WIA staff because of similarities in WIA and JSVG case management practices, to promote program co-enrollments and the appearance of a seamless application process to Veterans who apply in one or both programs. They will conduct outreach as needed to other AWC's to provide employment assistance to Veterans with SBE's once identified or assessed by other staff.

One full-time DVOP is stationed at Vocational Rehabilitation Facility at Fort Roots, in North Little Rock. The Wounded Warrior Transition Unit in Arkansas is scheduled for closure September 30, 2014. The unit will relocate to Fort Hood, Texas. Service to this population is contingent upon an authorized extension past FY14, even though the WTU is scheduled to close.

The remaining staff are located at service delivery points throughout the state and are integrated with AWC staff to effectively conduct employer outreach (LVER staff) and provide intensive services (DVOP staff). DVOP and LVER staff members fall under the supervision and direction of the local office manager (LOM), giving the LOM flexibility to guide and direct the work of staff members with regard to specific concentration of effort based on the unique needs of each location.

The new placements and shift to full-time DVOPs increased the need for staff travel in order to provide services to veterans at service delivery points that do not have grant funded staff at their location. The travel will only be authorized if DVOP services are required by the job seeking veteran. This flexibility is critical to provide effective geographic coverage throughout the state. LVER staff is encouraged to participate in meetings and job fairs of various organizations for networking and referrals.

Grant funding supports 23 FTE's, the current proposed plan is thirteen full-time DVOPs, two half time DVOPs (14 FTEs, 61%) and eighteen half time LVERs (9 FTEs, 39%). As attrition occurs, staffing decisions will be made in concurrence with the Arkansas DVET. Efforts will be made to expeditiously fill vacancies. Announcements of DVOP or LVER openings is published, all qualified applicants may apply. When vacancies are announced, the minimum requirements for the position are taken from Title 38 U.S.C., Chapter 41. Preference is given to disabled veterans. These requirements are for all applicants from internal or external sources. All vacancies are placed in the local newspaper, Arkansas Joblink System, and Arkansas State Government web-sites.

DVOP specialists and LVER staff members will attend mandated training provided through the National Veterans Training Institute (NVTI) as close as possible to the hire date, within the 18 months as required. Training dates and classes are scheduled by NVTI staff. DVOP and LVER are afforded the opportunity to attend training as seats become available.

D. DVOP Specialists

DVOPs are required to provide intensive services to eligible veterans and eligible persons, as mandated in VPL 03-14, to meet employment needs and to prioritize services to special disabled and other disabled veterans, as defined by 38 U.S.C. 4211. The Secretary of Labor has identified veterans, ages 18-24, as eligible for DVOP services because of this population's high rate of unemployment. DVOPs are to initiate and foster ongoing and active lines of communication with local organizations that provide services to targeted veterans groups or others with significant barriers to employment. They are expected to actively maintain contact with County Veteran Service Officers and detention facilities within their area. Arkansas plans to increase outreach activities to Veterans Centers, Community Based Outreach Clinics, and other similar organizations and agencies that serve veterans in the identified target groups.

In conjunction with using Arkansas's labor market information, DVOP specialist are required to utilize Transferable Occupation Relationship Quotient (**TORQ**) which is a web-based assessment system. TORQ assists the local areas in identifying a veteran's key knowledge, skills and abilities, based on their previous work experience, then utilizes that information to rank alternate demand occupations based on the ability to easily move into that occupation by identifying any skills gap veterans may have. The system combines Arkansas's state and local labor market information, which includes median wage and job outlook in the area for the suggested occupations; O*Net knowledge, skills and abilities; current job posting information

(from Job Central, Simply Hired, Indeed and Arkansas Job Link) to provide veterans with the most relevant and up-to-date information to assist in identifying any possible career change. TORQ can also be utilized with local employers to determine their occupational skill needs and close skill gaps as new technology is implemented.

DVOPs are required to work with veterans to provide assessments, develop individual employment plans, and manage referral to services to address identified barriers to employment. DVOP specialists are expected to provide a full range of services to veterans including but not limited to:

- Comprehensive assessment of skill levels and service needs;
- Development of an individual employment plan with identified employment goals;
- Appropriate achievement objectives and an appropriate combination of services for the veteran to achieve employment goals;
- Individual and group employment counseling, and career planning;
- Short term pre-vocational services that may include academic skills, communication skills, punctuality, personal maintenance skills, and personal conduct to prepare individuals for unsubsidized employment or training.

Once significant barriers to employment are identified by Wagner Peyser staff, veterans will be directed to the nearest DVOP or other trained WIA or Wagner-Peyser staff for further evaluation and case management. DVOP staff providing intensive case management services is required to use Arkansas JobLink (AJL) to record services, case notes, and referrals.

E. LVER Staff

Arkansas LVER staff advocate, on behalf of the veterans, with business and industries. LVERs perform a full range of employer outreach activities outlined in VPL 03-14, which are offered through the workforce system. Activities are permitted in order to increase the visibility of grant-funded staff in the public and promote the use of the workforce system by veterans. Staff will report outreach activities on a quarterly basis, in the Manager's Quarterly Report. This includes facilitating employment, training, and placement services furnished to veterans through the State's employment delivery system, Arkansas JobLink (AJL). They are, but are not limited to:

- Planning and participating in job and career fairs;
- Conducting employer outreach;
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups;
- Coordinating with unions, apprenticeships programs and business or business organizations to promote and secure employment and training programs for veterans;
- Informing Federal contractors of the process to recruit qualified veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach.

LVERs have an active partnership with a number of community-based organizations relating to veterans that provide or coordinate an array of services. Some of these are targeted specifically to homeless, while others, such as ARVets, Inc. (Arkansas Veterans) is an organization with state level support that has been positioned to serve as a "clearing house" to provide veterans across the state with a "one stop shop" that can refer them to a specific organization or agency which can provide them with services they seek, based on their needs

and eligibility. Fundamentally, the partnership should remove many of the obstacles veterans face when seeking help for a specific issue from an agency or provider that does not offer those specific services.

LVERs will inform AWC partner staff with current employment initiatives and programs for veterans. The LVER may also serve as part of the Workforce Center's Business Services Team. The activities of the Business Services teams ideally, result in increased job developments, increased demand for veterans and that may reduce length of time on unemployment insurance compensation.

F. Program Integration and Leveraging Resources

DVOP and LVER staff integration goes beyond co-location, and functions as seamlessly as possible within their assigned AWC or other outreach locations where services can be leveraged to better facilitate and placement of SBE veterans. LVER staff serves on business services teams in a manner that is consistent with their federally mandated roles and responsibilities, while being tailored to meet the needs of the local areas. Integration also allows other than DVOP staff to deliver services on a priority basis. Arkansas will promote cross training in the way of case management and alignment with other services providers of intensive services. Veterans and eligible persons receive priority of service by all Arkansas Workforce Center staff to ensure access to the full range of resources available within the One Stop System. This benefits all partners by utilizing all available resources

The Arkansas JobLink (AJL) is the state's integrated web-based workforce development management information system (MIS) used by the state and local areas to share and manage participant data between the Wagner-Peyser program, the Trade Adjustment Assistance program and the Workforce Investment Act program. All staff has access to and can view all services provided to veteran regardless of individual program funding.

This approach allows funding streams (regardless of specific target group) to consider the "complete package" of services provided or made available to the client reducing duplication of effort and maximizing outcomes. In short AJL provides all workforce partners with a "whole person view" of the services available, or provided to, each veteran.

By partnering with other state agencies, ADWS is maximizing its outreach potential. These efforts are aimed at providing information about our services to veterans, by promoting and attending local Job Fairs, Hiring our Heroes, and Women Veterans Summits events. All hiring events are advertised in the local paper and video streamed on public access media through-out the each AWC. We also seek the assistance of County Veteran Service Officers for those seeking employment. Arkansas is exploring ways to better connect veterans seeking employment with Apprenticeship opportunities. We have strengthened our partnership with Registered Apprenticeship in recent years, through collaboration with the Arkansas Apprenticeship Coalition to implement the Arkansas Energy Sector Partnership grant. Through this collaboration, the state now has a mobile training center which is operated by the Arkansas Apprenticeship Coalition to provide "green" skills education to apprentices statewide.

We promote the Federal Bonding Program among all of our partners and staff to increase awareness of this tool to improve outcomes for the offender population. We also routinely include discussion of this program with the Work Opportunity Tax Credit (WOTC), and veterans

services when speaking to employers since many eligible job seekers are members of both of these eligible groups.

G. Priority of Service

Arkansas provides veterans' priority of service as mandated by Veterans Program Letter 07-09. , "Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in Whole or in Part by the U.S. Department of Labor. Service is provided to ensure veterans and covered persons receive consideration for all opportunities, for which they qualify.

A veteran, for the purpose of priority of service, is a person who served in the active military, naval, or air service, and who was discharged or released there from under conditions other than dishonorable, as specified in 38 U.S.C. 101(2). Active service includes full-time duty in the National Guard or Reserve component, other than full-time duty for training purposes. An eligible spouse is defined as means the spouses of any of the following:

- (1) Any veteran who died of a service connected disability;
- (2) Any member of the Armed Forces serving on active duty who, at the time of the application for priority, is listed in one of the following categories and has been so listed for a total of more than 90 days:
 - (i) Missing in action;
 - (ii) Captured in the line of duty by a hostile force; or
 - (iii) Forcible detained or interned in line of duty by a foreign government or power;
- (3) Any veterans who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs;
- (4) Any veteran who died while a disability, as indicated in paragraph (3) of this section, was in existence.

This increased focus includes the implementation of strategies and polices designed to ensure veterans and eligible persons of veterans receive the highest level of quality service within the framework of priority of service.

Arkansas requires that all Arkansas Workforce Center staff members provide priority of service to veterans and eligible persons while DVOP Specialists focus their efforts on serving veterans in most need of intensive services including disabled veterans and the targeted veteran population identified in the State Plan.

Local offices must ensure that veterans and eligible persons are served first and that this protocol is addressed in the functional alignment plans and customer flow process. If a veteran self-attests to any of the identified SBEs during the initial assessment by AWC staff, the veteran will be referred to a DVOP Specialist or other trained WIA or Wagner-Peyser staff for the provision of intensive case management service and other services the veterans may need to meet their career goals.

Arkansas' policy for priority of service to veterans includes up to a 24 hour hold for new job orders placed in the AJL system. LVER staff has access to federal contractor job listings through VetCentral, which are fed into the AJL system. This access provides opportunities for priority referrals of target veterans to Federal contractors. After registration in VetCentral, the system provides automatic notifications to the veteran when a job opening occurs in their field.

An eligible veteran can present the Gold Card at his/her local workforce center to receive

enhanced intensive services including up to six months of follow-up. Services to veterans through the Gold Card Initiative area available at the Arkansas Workforce Centers. The Gold Card Initiative provides unemployed post-9/11 era veterans with the intensive and follow-up services they need to succeed in today's job market. The Gold Card initiative is a joint effort of the Department of Labor's Employment and Training Administration (ETA) and the Veterans' Employment and Training Service (VETS).

ADWS monitors priority of service by providing guidance and reviewing policies within the Agency. The priority of service policy VPL 07-09 was disseminated through ADWS Issuance 09-08 to ensure that a written copy of the policy is available at the point of entry. All AWC's are monitored for priority of service for veterans and eligible persons using the Arkansas Joblink system 9002 series reports. Offices are monitored for visible signage informing all veterans of priority of service offered. Additionally, office managers are required to be notified if any discrepancies are found, and implementation of corrective actions are undertaken. Specific programs such as referral to VR&E services, and job developments created through partners of the workforce system are promoted to all staff to encourage the referral and application of veterans over non-veterans.

H. Performance Incentive Awards

The implementation of the incentive award will increased the cooperation and most importantly, performance outcomes of the DVOPs and LVERs and ADWS staff serving veterans. ADWS will administer the incentive funds to the staff members at the service delivery point that successfully achieved the negotiated performance measures and achieved the highest score for services provided to veterans.

The "Veterans Employment Service Award" is awarded to fifteen individuals from within the state. They are chosen from the following categories: DVOP, LVER, and ES Staff members. Although ES staff member is listed, any partner within the workforce system (other than an LVER or DVOP) is eligible for the award).

The Department of Workforce Services performs the performance calculations and identifies the winners. The award amount of \$14,000 (based on approximately 1% of the annual grant allocation) is as follows:

First Place:	\$1,200
Second Place:	\$900
Third Place:	\$700

The selection criteria are based on performance and job service activity from each area of operation. This information is obtained from the Arkansas JobLink System (AJL), the state management information system. This database is used to track the number of Veterans and types of services provided virtually and/or through staff assisted services. Based on the data provided by AJL for each office, we are able to identify if the local office achieved the negotiated performance outcome, and if they are eligible for further consideration. The second level is determined by identifying the individual staff member who served the veteran client. Those scores are then arranged in descending order and the staff member in each category with the highest scores is awarded the respective amount.

This method is intended to provide the most transparency of the process, as well as required minimal staff time for implementation, while still retaining focus on employment

outcomes of veterans. It also has the advantage of being modifiable to shift the focus to other performance measures or target groups (such as outcomes after receiving intensive services).

To facilitate presentation of the award at the proposed annual conference this time frame will provide the accumulation of wage data for two full quarters after the exit date reflected on the performance reports. This will allow the final calculations to be conducted during July, and for notifications and arrangements to be made in time for presentation at the proposed annual training conference and for the preparation of the required reports for the incentive program by the end of the federal fiscal year.

I. Monitoring and Reporting

Each Local Office Manager (LOM) is required to submit a Managers Quarterly Report on Service to Veterans.

- DVOPs must report the number of veterans newly enrolled in Intensive Services, and outreach efforts made to locate veterans with barriers to employment, identified in VPL 03-14.
- LVERs provide the results of outreach efforts to employers and other organizations to promote the hiring of veterans and other eligible persons.

The performance results are submitted to DOL ETA quarterly. Performance reported includes entered employment, employment retention; and six month average earnings. Priority of Service, performance measures and outcomes will be monitored at the state level using, but not limited to:

- Vets 9002 and 200 Reports
- Interviewing of AWC staff
- Site Visits
- Accompanying DVET during federal audits
- Quarterly Managers Reports

Measures needing improvement are identified, and that information is relayed to the LOM and shared with the Area Operations Chief. In efforts to increase performance, the Managers Quarterly Report will be reformatted to include performance measures by office and performance of individual staff providing services to veterans. This will improve accountability of each JVSG staff member to self-monitor performance.

J. Narrative Budget Information

DVOP and LVER staff and incentives awards are treated as individual programs for accounting purposes, and all cost are assigned using individual projects codes, i.e. DVOP (FEDVOP) and LVER (FELVER). Costs are further defined as either direct or indirect. These task codes are broken down into categories to include Personal Salaries, Personal Benefits, Non-Personal Services and Capital Outlay. All DVOP and LVER code their time in the Single Timecard Application (STA) system. Half-time staff codes their time in this manner, and are monitored weekly by budget, monthly by supervisor and senior management to ensure that 50% of their time is devoted to serving veterans.

SNAP Employment & Training

See Appendix 8

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Appendices

Appendix 1: Performance Goals for the Core Programs

	PY 2016 / FY 2017		PY 2017 / FY 2018	
	Proposed/ Expected Level	Negotiated/ Adjusted Level	Proposed/ Expected Level	Negotiated/ Adjusted Level
Employment (Second Quarter after Exit)				
Adults	74%		75%	
Dislocated Workers	73%		74%	
Youth (Educ, Trng, or Employ.)	75%		76%	
Wagner-Peyser	60%		61%	
Adult Education	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation	52%		53%	
Vocational Rehabilitation/Blind	34%		35%	
Employment (Fourth Quarter after Exit)				
Adults	73%		74%	
Dislocated Workers	73%		74%	
Youth (Educ, Trng, or Employ.)	74%		75%	
Wagner-Peyser	60%		61%	
Adult Education	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation	51%		52%	
Vocational Rehabilitation/Blind	32%		33%	
Median Earnings (Second Quarter after Exit)				
Adults	\$6,281		\$6,300	
Dislocated Workers	\$6,253		\$6,300	
Youth	\$2,923		\$2,950	
Wagner-Peyser	\$4,228		\$4,300	
Adult Education	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation	\$4,210		\$4,300	
Vocational Rehabilitation/Blind	\$4,558		\$4,600	
Credential Attainment Rate				
Adults	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Dislocated Workers	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Youth	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Wagner-Peyser	N/A	N/A	N/A	N/A
Adult Education	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Vocational Rehabilitation/Blind	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator

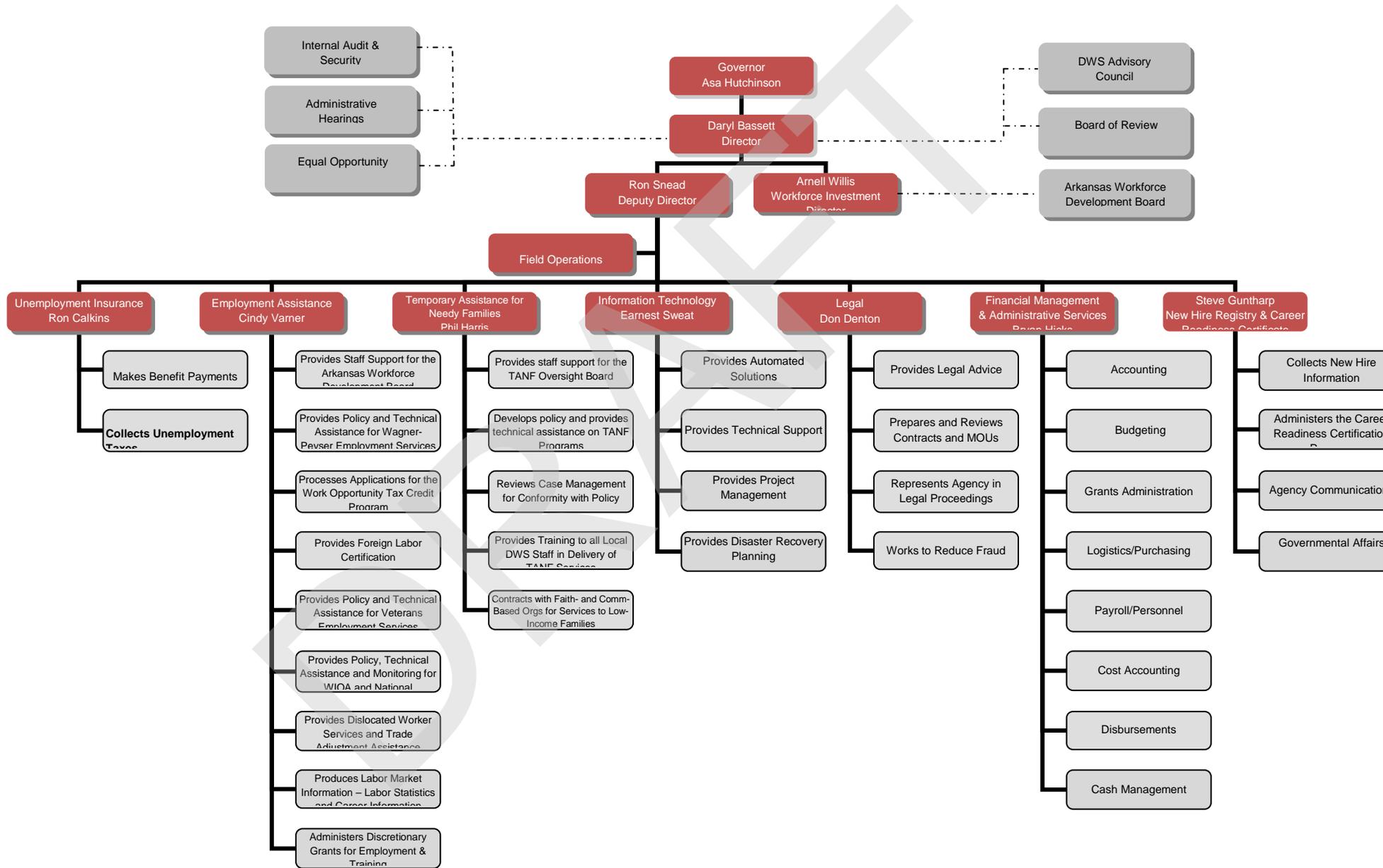
Measureable Skill Gains				
Adults	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Dislocated Workers	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Youth	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Wagner-Peyser	N/A	N/A	N/A	N/A
Adult Education	41%		42%	
Vocational Rehabilitation	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Vocational Rehabilitation/Blind	Waiver Request	Baseline Indicator	Waiver Request	Baseline Indicator
Effectiveness in Serving Employers				
Adults	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Dislocated Workers	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Youth	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Wagner-Peyser	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Adult Education	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator
Vocational Rehabilitation/Blind	Baseline Indicator	Baseline Indicator	Baseline Indicator	Baseline Indicator

Baseline Indicator Explanation: Each State submitting a Unified or Combined 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 adjusted levels of performance for the indicators for each of the first two years of the plan.

To effect an orderly transition to the performance accountability system in Section 116 of the WIOA, the Departments will use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on adjusted levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years. Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators above.

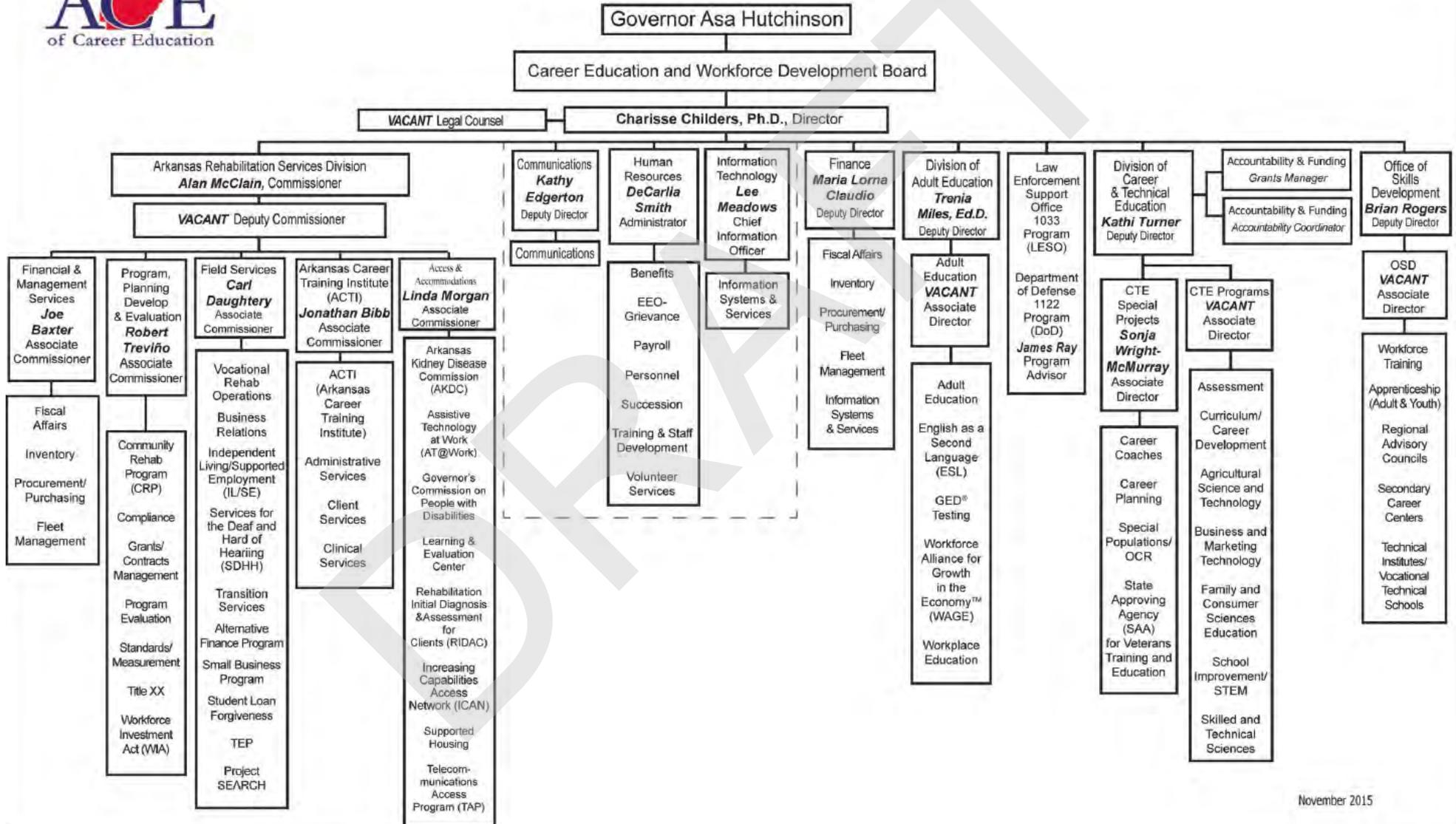
Appendix 2 – Organizational Chart: Arkansas Department of Workforce Services



Appendix 3 – Organizational Chart: Arkansas Department of Career Education

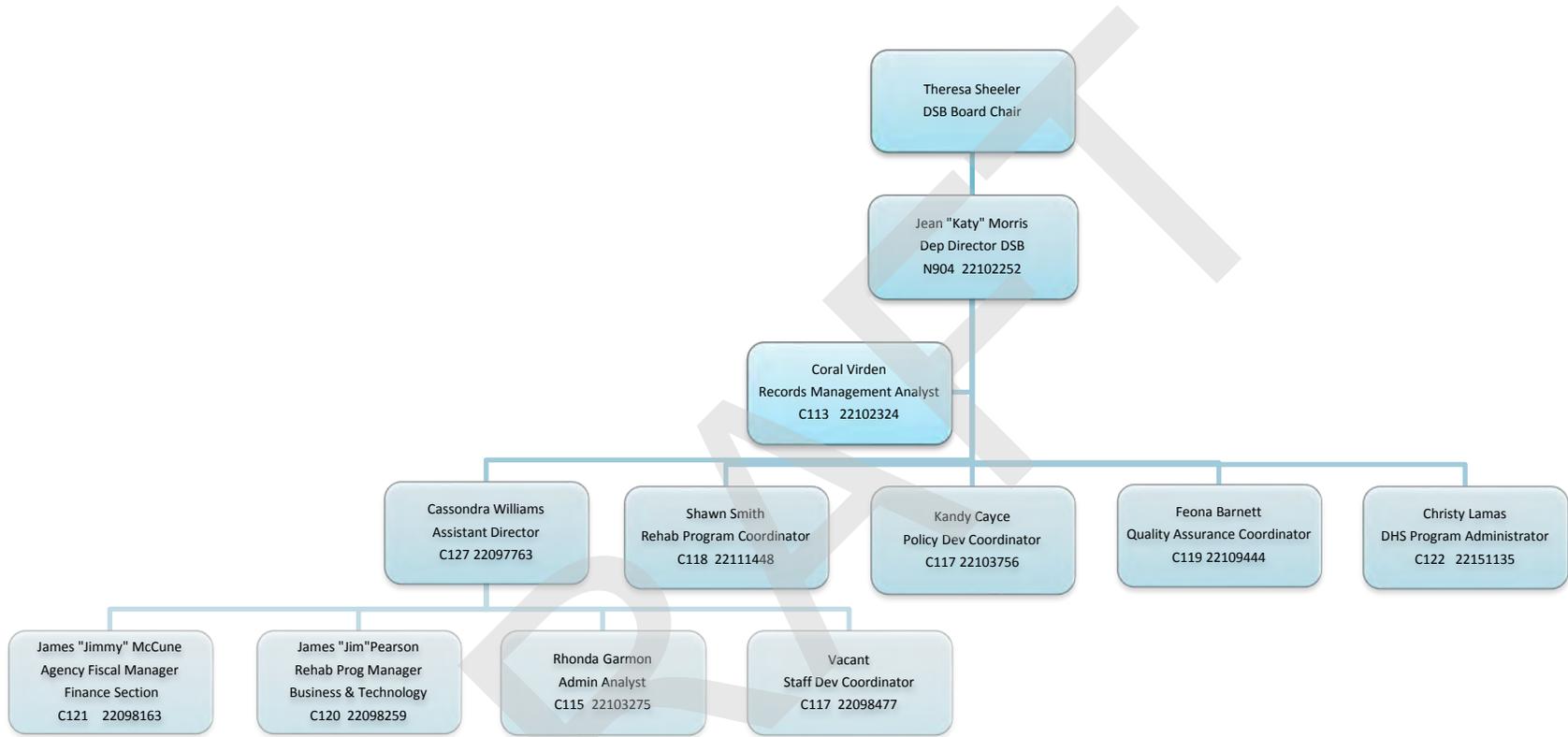


Agency Organizational Chart



November 2015

Appendix 4 – Organizational Chart: Arkansas Department of Human Services



Appendix 5 – Waiver Request: Baseline Indicator for Credential Attainment Rate

This waiver request is to allow Arkansas to add the Credential Attainment Rate to the list of designated baseline indicators for the following programs for the first plan submission for program year 2016 and 2017.

Adults
Dislocated Workers
Youth
Adult Education
Vocational Rehabilitation
Services for the Blind

1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined

Statutory Reference: WIOA Section 116 (b)(2)(A)(i)(IV), Credential Attainment Rate.

The selection of primary indicators for the designation as a baseline indicator was made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance. At this time, Arkansas does not believe that it has adequate reliable data available on which to make a reasonable determination of an expected level of performance for these programs. A goal will be to ensure that pertinent data is captured in a management information system and that is readily available to the partner programs.

2) Actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

This is not applicable. There is no State or local statutory or regulatory barrier.

3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

A goal will be to ensure that pertinent data is captured in a management information system and that it is readily available to the partner programs for reporting purposes. The actual performance data reported for these indicators in the first two years of the Combined Plan will serve as baseline data in future years.

4) Describes how the waiver will align with the Department’s policy priorities, such as:

(A) supporting employer engagement;

This is not applicable to this waiver request.

(B) connecting education and training strategies;

This is not applicable to this waiver request.

(C) supporting work-based learning;

This is not applicable to this waiver request.

(D) improving job and career results, and

This is not applicable to this waiver request.

(E) other guidance issued by the Department.

This is not applicable to this waiver request.

5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

This is not applicable to this waiver request.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

Progress will be monitored through monthly reviews of the management information system(s) reports for all programs to which the waiver applies.

(B) Provide notice to any local board affected by the waiver;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

The actual performance data for these indicators will be reported in the annual report for the first two years of the Combined Plan and will serve as baseline data in future years.

7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

This is not applicable to this waiver request.

Appendix 6 – Waiver Request: Baseline Indicator for Measurable Skill Gains

This waiver request is to allow Arkansas to add the Measurable Skill Gains Rate to the list of designated baseline indicators for the following programs for the first plan submission for program year 2016 and 2017.

Vocational Rehabilitation

Vocational Rehabilitation, Services for the Blind

1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined

Arkansas Rehabilitation Services (ARS) and the Department of Human Services - Division of Services for the Blind (DSB) requests a waiver to allow the Measurable Skill Gains, primary performance accountability measure found in Chapter 4, Section 116.(b)(2)(A)(i)(V) of the Workforce Innovation and Opportunity Act of 2014, to be considered a baseline indicator for program years 2016 and 2017 . This measure is defined as:

The percentage of program participants, during a program year, 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;

2) Actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

There are no statutory or regulatory barriers to this waiver.

3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

The goal of this waiver is to allow for time to develop a tracking system for this performance accountability measure. Otherwise, there will be no data from which to establish baselines and negotiate performance rates.

The state has been working with the existing providers of case management services for ARS, but was informed in November 2015 the provider was changing its business model and would no longer provide vocational rehabilitation case management services. DSB uses a case management system known as AWARE by Alliance Enterprises. AWARE is working to develop a tracking mechanism for tracking these measures.

The current case management system, utilized by ARS, does not include standardized tracking of this measure; therefore, past performance data for the establishment of baselines is not available. ARS proposes to establish a standardized tracking system by October 1, 2016. Data will be collected for one year to establish a baseline for this performance accountability measure. The effect of this waiver is to ensure levels used for negotiation will reflect levels with decreased probability of inaccurate measures related to incomplete data. Additionally, the current case management system utilized by DSB does not include a tracking mechanism for this measure. Similarly, there is no baseline information in which to set a current performance measure. DSB proposes to establish a standardized tracking system within AWARE by October 1, 2016. Data will be collected for one year to establish a baseline for this performance accountability measure. The effect of this waiver will ensure accurate data in which to draw predictions for the coming years.

5) Describes how the waiver will align with the Department’s policy priorities;

The waiver for both agencies supports employer engagement, connecting education and training strategies work-based learning, and improving job and career results. This will provide much more accuracy in performance accountability system and the future strategies developed based on these measures. The lack of data could lead to erroneous assessments of performance.

5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

If this waiver is not approved, it has the potential to negatively impact the services provided to people with disabilities. This would be a result of decisions being made by incomplete data related to the performance of eligible providers, which could be either significantly inflating or under-reporting performance.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

Progress will be monitored through monthly reviews of the management information system(s) reports for all programs to which the waiver applies.

(B) Provide notice to any local board affected by the waiver;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

The Commissioner of ARS, in conjunction with the ARS Chief of Field Services, will be responsible for ensuring compliance with this waiver for Arkansas Rehabilitation Services. The Commissioner will track the development of the tracking system and ensure timelines are met. ARS leadership will provide status updates to the members of the Arkansas Workforce Development Board during regular meetings and summarize progress of the waiver plan for the State's WIOA Annual Report.

For DSB, the Director of DSB, as well as the DSB Field Administrator, will be responsible for ensuring compliance with this waiver for the Division of Services for the Blind. The Director will track the development of the tracking system and ensure timelines are met. The DSB Director will provide status updates to the members of the Arkansas Workforce Development Board during regular meetings and summarize progress of the waiver plan for the State's WIOA Annual Report.

Progress from both agencies will be routinely reported to the Program and Performance Evaluation Committee of the Arkansas Workforce Development Board.

7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

This is not applicable to this waiver request.

Appendix 7 – Waiver Request: Career Readiness Certificate and WAGE Program to be Counted As Credentials

This waiver request is to allow the Arkansas Career Readiness Certificate (CRC) Program and the Workforce Alliance for Growth in the Economy (WAGE) Program to be counted as credentials for the purposes of calculating the Credential Attainment Rate

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

Statutory Reference: WIOA Section 3 (52), Recognized Postsecondary Credential.

Background:

Career Readiness Certificate

The Career Readiness Certificate is a portable credential based on the ACT WorkKeys assessments that substantiate to employers that an individual possesses the basic workplace skills they are seeking. Individuals who earn an Arkansas Career Readiness Certificate are automatically eligible for the National Career Certificate (NCC). Even if an individual has a high school diploma, GED or a post secondary degree, the Career Readiness Certificate further verifies that he or she can handle tasks that are common and vital in today's workplace such as finding information, reading instructions and working with figures.

To earn an Arkansas Career Readiness Certificate, job seekers must successfully complete the Career Ready 101 instruction and score at least a level 3 on the WorkKeys assessments in Reading for Information, Applied Mathematics and Locating Information. As a result of the WorkKeys assessment scores, job seekers receive a Platinum, Gold, Silver or Bronze certificate or identify areas in which they need further instruction.

Reading for Information – The ability to understand information in common workplace documents such as letters, memos, procedures and instructions.

Applied Mathematics – The ability to use mathematical reasoning in solving common workplace situations.

Locating Information – The ability to understand and extract information from graphics such as diagrams, tables, forms, graphs, and charts.

The benefits of the Arkansas Career Readiness Certificate to Employers are:

- Reduces turnover, overtime, and waste while improving morale
- Take the guesswork out of selection decisions
- Improve the effectiveness of training dollars
- Streamlines hiring by including a preferred certificate level in job postings
- Meets EEOC requirements

The benefits of the Arkansas Career Readiness Certificate to Job Seekers are:

- Builds confidence that skills meet the needs of local employers
- Gives advantage over other job applicants who have not demonstrated needed skills
- Determines skill improvement and training needs
- Possesses a portable skills credential that enhances employability and sets the stage for possible career advancement and lifelong learning

The benefits of the Arkansas Career Readiness Certificate to Educators are:

- Increases chances that graduates will be hired
- Enables students to see a reason to take coursework seriously
- Improves students success in entry-level and subsequent jobs
- Aligns curricula to meet the job skills employers need
- Provides a workforce development tool that ensures no worker is left behind

The benefits of the Arkansas Career Readiness Certificate to the Community are:

- Keeps employers from moving entry-level jobs to other cities, states, or countries
- Decreases unemployment rates
- Creates a work-ready community to improve the quality of life for residents
- Increases the tax base through more profitable business partners
- Attracts new employers to the state, resulting in economic development

WAGE™ Certificate

WAGE™ is a job readiness training program conducted through the Adult Education Division of the Arkansas Department of Career Education. It includes 112 basic skills competencies based on the Secretary's Commission on Achieving Necessary Skills (SCANS) which have been determined as essential by the nation's and Arkansas' employers. WAGE™ offers six state-issued certificates: Employability, Industrial, Customer Service Level I, Customer Service Level II, Bank Teller and Office Technology.

The WAGE™ program accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the Test of Adult Basic Education (TABE)™ and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training. It is based on the same alliance principles as the Workforce Innovation and Opportunity Act (WIOA) and requires more than 50 percent employer participation on the local WAGE™ alliance advisory committee for an Adult Education Center to become WAGE™-certified.

The alliance also includes participation agreements with the Arkansas Department of Human Services, the Arkansas Department of Workforce Services, WIOA, chambers of commerce, human resources associations, local leaders, staffing and training agencies, economic development agencies and boards, as well as other educational providers. Participating employers allow adult educators to perform literacy

tasks analysis on positions that rely on foundation skills for maximized employee performance. Adult educators use the literacy task analyses to customize competencies within the context of local employers.

WAGE™ uses consistent assessment and aptitude instruments statewide. WAGE™ industrial and clerical certificates are recognized by employers statewide as having the same standards of 12.9 grade level equivalency on the Level A TABE™ (math, reading, and language), 100 percent on the WAGE™ test, and consistent achievement levels on the specific industrial and clerical components' assessments and aptitudes.

Participating employers agree to give added consideration to WAGE™ students; given all other candidate qualifications are equal. Some employers provide various incentives to encourage employees to complete WAGE™ including: a sign on bonus, increase in hourly rates, release time for classes, or as a pre-requisite to be enrolled in next-level workplace training.

(2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

This is not applicable. There is no State or local statutory or regulatory barrier.

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

The goal will be to improve the overall employability of Arkansas' workforce. The outcome will be unemployed and underemployed individuals who will be able to substantiate to employers that they possess the basic workplace skills they are seeking.

(4) Describes how the waiver will align with the Department's policy priorities, such as:

(A) supporting employer engagement;

The benefits of the Arkansas Career Readiness Certificate to Employers are:

- Reduces turnover, overtime, and waste while improving morale
- Take the guesswork out of selection decisions
- Improve the effectiveness of training dollars
- Streamlines hiring by including a preferred certificate level in job postings
- Meets EEOC requirements

The WAGE™ program requires more than 50 percent employer participation on the local WAGE™ alliance advisory committee for an Adult Education Center to become WAGE™-certified.

(B) connecting education and training strategies;

The benefits of the Arkansas Career Readiness Certificate to Educators are:

- Increases chances that graduates will be hired
- Enables students to see a reason to take coursework seriously
- Improves students success in entry-level and subsequent jobs
- Aligns curricula to meet the job skills employers need
- Provides a workforce development tool that ensures no worker is left behind

The WAGE™ program accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the Test of Adult Basic Education (TABE)™ and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training.

(C) supporting work-based learning;

This is not applicable to this waiver request.

(D) improving job and career results, and

The benefits of the Arkansas Career Readiness Certificate to Job Seekers are:

- Builds confidence that skills meet the needs of local employers
- Gives advantage over other job applicants who have not demonstrated needed skills
- Determines skill improvement and training needs
- Possesses a portable skills credential that enhances employability and sets the stage for possible career advancement and lifelong learning

The WAGE™ program accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the Test of Adult Basic Education (TABE)™ and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training.

Participating employers agree to give added consideration to WAGE™ students; given all other candidate qualifications are equal. Some employers provide various incentives to encourage employees to complete WAGE™ including: a sign on bonus, increase in hourly rates, release time for classes, or as a pre-requisite to be enrolled in next-level workplace training.

(E) other guidance issued by the Department.

This is not applicable to this waiver request.

(5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

The benefits of the Arkansas Career Readiness Certificate to Job Seekers are:

- Builds confidence that skills meet the needs of local employers

- Gives advantage over other job applicants who have not demonstrated needed skills
- Determines skill improvement and training needs
- Possesses a portable skills credential that enhances employability and sets the stage for possible career advancement and lifelong learning

The benefits of the Arkansas Career Readiness Certificate to the Community are:

- Keeps employers from moving entry-level jobs to other cities, states, or countries
- Decreases unemployment rates
- Creates a work-ready community to improve the quality of life for residents
- Increases the tax base through more profitable business partners
- Attracts new employers to the state, resulting in economic development

The WAGE™ program accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the Test of Adult Basic Education (TABE)™ and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training.

Participating employers agree to give added consideration to WAGE™ students; given all other candidate qualifications are equal. Some employers provide various incentives to encourage employees to complete WAGE™ including: a sign on bonus, increase in hourly rates, release time for classes, or as a pre-requisite to be enrolled in next-level workplace training.

(6) Describes the processes used to:

(A) Monitor the progress in implementing the waiver;

Progress will be monitored through monthly reviews of the number of Career Readiness and WAGE™ certifications that are issued and periodic reviews of the number of employers that recognize and accept such certifications.

(B) Provide notice to any local board affected by the waiver;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(C) Provide any local board affected by the waiver an opportunity to comment on the request;

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

The waiver request will be published in the Arkansas WIOA state plan for public comment.

(E) Collect and report information about waiver outcomes in the State's WIOA Annual Report.

The state has submitted a waiver request is to allow Arkansas to add the Credential Attainment Rate to the list of designated baseline indicators for the following programs for the first plan submission.

Adults

Dislocated Workers

Youth

Adult Education

Vocational Rehabilitation

Services for the Blind

Actual performance data will be reported in the annual report for the first two years of the Combined Plan. Career Readiness and WAGE™ certification will be a part of the Credential Attainment Rate baseline data in future years.

(7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

This is not applicable to this waiver request.

Appendix 8 – Supplemental Nutrition Assistance Program (SNAP) Employment & Training

See attached.

DRAFT

State of Arkansas Plan of Operations

Supplemental Nutrition Assistance Program Employment & Training Program



**Arkansas Department of Human Services
Division of County Operations**

P. O. Box 1437, Slot S335
Little Rock, AR 72203-1437

October 1, 2015 – September 30, 2016

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GLOSSARY

ABAWD - An able-bodied adult without dependents in the household between the ages of 18 and 49 years, who is subject to work requirements except household members that meet any one of the following criteria:

1. Under 18 or 50 years of age or older
2. Medically certified as physically or mentally unfit for employment; or
3. A parent or other member of a household with responsibility for a dependent child age 17 or younger; or
4. Exempt from work requirements; or
5. Pregnant.

An ABAWD is not eligible to receive SNAP benefits for more than three months in a 36-month period during which the ABAWD does not work 20 or more hours a week, averaged monthly; participate in and comply with the requirements of a work program for 20 or more hours per week; or participate in and comply with the requirements of a workfare program under section 20 of the Act or a comparable program established by the State or a political subdivision of the State. The ABAWD work requirement does not apply to ABAWDs who reside in areas of the State granted a waiver of the 3-month time limit by the Secretary of Agriculture due to high unemployment or the lack of a sufficient number of jobs to provide employment. The ABAWD work requirement also does not apply to ABAWDs who are included in each State agency's 15 percent exemption allowance.

Applicant - An individual, a member of a household, or a representative of a household who has applied for SNAP benefits.

Assessment - An in-depth evaluation of educational functioning levels and employability skills aimed at providing useful information to develop an employment plan. If combined with work experience or some form of employment search or training, an assessment of this nature could constitute part of an approvable employment and training component.

Commencing a Component - The act of an E&T Program participant formally beginning participation in a component by performing the first act required by the component, e.g., attending the first job club session or making the first job contact. An ABAWD's commencement of a qualifying component must be verified through appropriate documentation or other agency records before credit for a filled slot may be counted.

Component - A service, activity, or program designed to help ABAWD participants gain skills, training, or work experience that will increase their ability to obtain regular employment and achieve self-sufficiency.

Component Designation - Components are designated either as work or non-work components. Work components provide an actual job through workfare, on the job training (OJT), or work experience. The number of hours required in an E&T work component is determined by dividing the household's monthly SNAP benefit amount by the higher of the applicable Federal or State minimum wage. Depending on the monthly SNAP benefit amount, work component participants can be required to work up to 30 hours per week. However, an individual may not be required to exceed 120 total hours per month of participation in both work and non-work components.

DCO - The Division of County Operations within the Arkansas Department of Human Services. This Division oversees the administration of SNAP across the state.

DHS - The Arkansas Department of Human Services.

DWE - The Department of Workforce Education operates Arkansas' system of adult education centers, public schools, vocational schools and community colleges. DWE is part of the Workforce Investment Act system, and operates under the oversight of the Workforce Investment Board. Adult education centers, vocational schools and community colleges are partners in the states 10 full-service one stops.

DWS -The Division of Workforce Services.

Employment and Training Program - A program administered by the Department of Human Services, Division of County Operations, Office of Program Planning and Development, SNAP Section, and implemented under 12 individual contracts with adult education centers, public schools, vocational schools and community colleges. The program will consist of one or more work, training, education or job search components.

Employment and Training Participant – All SNAP recipients classified as “ABAWDs” who live in a county where the E&T Program is operated are automatically referred to the E&T Program and given an opportunity to participate in the Program. Any other work registrant who lives in a county where an E&T Program is operating will be referred to the E&T Program if he or she volunteers to participate in the E&T Program. These E&T Program participants will be classified as volunteers.

Exempted - A SNAP work registrant that is excused by the agency from participation in the E&T Program.

Filled Slot - A bona fide education, training or workfare opportunity to which an ABAWD reports and begins his or her activity.

Newly Work Registered - Any SNAP participant that is work registered at the point of application or registered for the first time in his or her current certification period.

Screening - An evaluation conducted by a DHS Program Eligibility Specialist to determine if an ABAWD should be referred for participation in an E&T program. Screening is not an E&T component.

TEA - Transitional Employment Assistance is the name for the Temporary Assistance for Needy Families (TANF) Program in Arkansas.

Volunteer – Any household member subject to SNAP work registration may be referred to an E&T program, however, they are not subject to sanction for failure to comply with E&T Program requirements.

WIA – Workforce Investment Act.

WIB – The Workforce Investment Board consists of a 35-person appointed board of directors with representatives from six state agencies, including the Department of Human Services and the Department of Workforce Education. WIB is the agency responsible for implementing the Workforce Investment Act (WIA) in Arkansas.

Work Registrant - A SNAP participant who is subject to all applicable work registration requirements as set forth by the Food Stamp Act unless they meet one of the following exemptions:

1. Under age 16, or age 60 or older
2. Age 16 or 17 and living with a parent, or attending school or training at least half-time
3. Disabled
4. Receiving TEA
5. Caring for a dependent child under age 6 or caring for an incapacitated person
6. Receiving unemployment benefits
7. Currently participating in a treatment program for an alcohol or drug addiction
8. Employed at least 30 hours per week, or self-employed full-time
9. A full time student, high school or higher education

PART I – Summary

A. Program Abstract

1. Summary

The Arkansas Department of Human Services, the agency responsible for the administration of the Supplemental Nutrition Assistance Program (SNAP), contracts with the participating adult education centers, public schools, vocational schools and community colleges to operate a volunteer E&T program in 13 counties with 12 contractors.

The participating contractors and service counties are as follows:

Contractors	County
1. ASU Beebe	White County
2. Valley View School	Craighead County
3. Monticello School District	Drew County
4. Superintendent of Conway Public Schools	Faulkner County
5. College of the Ouachitas	Grant and Hot Spring Counties
6. Hope Public Schools	Hempstead County
7. U of AR Community College at Batesville	Independence County
8. Texarkana School District	Miller County
9. Russellville School District	Pope County
10. WIB of Eastern AR	Crittenden County
11. South Ark. Community College	Union County
12. Harbor House – Ft. Smith	Sebastian County

Each local provider will have the capacity to offer a core of E&T Program components: Independent Job Search, Job Search Training, Education, Work Experience, or On the Job Training. Additionally, coordinators will assist clients who secure employment with job retention services.

Each local contractor will report the following to the Division of County Operations (DCO) on a monthly basis:

1. number of referrals received,
2. number of assessments completed,
3. employment plans completed,
4. number of job placements and the average hourly entry wage for the participants,
5. number of participants placed in each component, and
6. number of participants who complete each component.

DCO performs monthly evaluations that track the effect of participation in the E&T Program on SNAP participation, and an annual report is compiled to determine the effectiveness of the E&T Program.

Any SNAP participant who is classified as an ABAWD (as defined in the glossary) and who lives in a county where an E&T Program is operational is automatically selected and referred via a report compiled by DCO staff and emailed to the contractor regardless of whether the county operates under an ABAWD waiver.

Currently, the DHS county office worker identifies work registrants and ABAWDs and offers the services of the E&T Program. The DHS county office worker manually refers interested non-ABAWD work registrants to the E&T Program. The contractors contact all referrals by letter. All SNAP recipients who respond to the contact and agree to participate in the program will be assessed by the contractors for possible placement in an E&T program component. However, any actual participation by the ABAWD or other work registrant in any component will be voluntary.

The participation requirements for all work and non-work components will be up to 120 hours per month. Specific requirements vary among components. Once an E&T Program participant has begun a component, the E&T Program funds needed to complete the component will be provided to the contractors as long as the E&T Program participant is fully complying with component requirements.

2. ABAWD Population

During FFY 2016, an estimated 8,676 ABAWDs in 13 E&T counties, will be referred to participate in the SNAP E&T program, out of a total of 38,568 ABAWDs statewide. This projection reflects over a 4% decrease in SNAP caseload from June 2014 to June 2015.

FFY 2015, quarter 3 indicates 10,244 automated ABAWD referrals to our 13 contracted counties, compared to 9,179 in quarter 3 last year. Quarter 4 projections reflect a total of 13,659 ABAWDs will be referred to participate at the close of FFY 2015.

FFY 2014, 12,663 ABAWDs were referred to participated in the SNAP E&T program, in initially 14 counties, losing 3 counties in May 2014, but adding 2 more counties in September 2014. 477 declined to participation, and 1,928 were exempt from participation.

FFY 2013, 12,524 ABAWDs were referred to participate in the SNAP E&T program in 14 program counties. 432 declined to participate, and 1,812 were exempt.

Since PRWORA, the State of Arkansas has chosen to utilize all of the ABAWD exemptions granted by FNS and to request waivers of the ABAWD work requirement where appropriate. In Arkansas, we do not apply the 15% exemption since the entire state is currently exempt under waiver (900013).

3. Program Components

DCO has designated six components (with subcomponents) to be used in the E&T Program: Independent Job Search, Job Search Training, Education, Work Experience, On the Job Training and Job Retention. These components are structured to reach ABAWDs who may not possess the skills or employer qualifications needed to secure and retain employment. (After these ABAWDs become employed, DCO will work to ensure that eligible households continue to receive SNAP benefits.) Components may vary among E&T counties based on services available in that locality.

4. Program Changes

Beginning January 1, 2016 we anticipate that all ABAWD households will be subject to either recertification or semi-annual reporting within the first six months of the loss of the state-wide waiver. We plan to use a portion of the 15% exemptions to extend ABAWD eligibility to assist in transitioning ABAWDs into the time-limited environment. These exemptions will be documented in the current case of record for identification, tracking, and action purposes. Arkansas will evaluate certification period assignment for ABAWD households, and may initiate a shorter 3 month certification as allowed by 7 CFR 273.12(a)(5) and 273.10(f)(3), to help in reduce our exposure to the risk of QA errors.

5. Sequencing of Components

All E&T Program participants will complete an assessment. Upon completion of the assessment, a participant may be assigned to any of the available components based on his or her individual needs. Components may be assigned alone or in combination so long as the total required hours do not exceed 120 hours per month.

6. Other Employment Programs

DCO is responsible for the delivery of employment services to SNAP recipients. DWS is responsible for the delivery of employment services to TEA recipients. The SNAP E&T Program will be operated by the previously listed participating contractors separate and apart from any program intended to serve TEA recipients.

7. Contracted Services

The Department of Human Services currently has 12 contracts with certain adult education centers, public schools, vocational schools and community colleges to operate an E&T Program in 13 counties through June of 2016.

8. Contractor Performance

SFY 2015 contracts include performance standards for contractors partnering with ARDHS in implementing the E&T Program.

9. Outcome Data

For the period 10/01/15 – 09/30/16, we project the following figures based on the current 12 contractors:

Referrals	13,659
Exemptions Granted	2,012
Employment Plans Prepared	1,353
Assessments Conducted	1,849
Increased Basic Education Skills	316
Placed in jobs	223
Reimbursement Requests	972

The above estimates are based on actual reported data for 3 quarters of FFY 2015 with Q4 Projections based on the DCO SNAP E&T Components report submitted by the contractors.

The Contractor Annual Reports indicate the following ABAWDs & NABAWDs that completed all components in FFY 2014:

	ABAWDs	Non ABAWDs	Total Completions	Total Assignments
Independent Job Search	507	7	514	1016
Job Search Training	907	29	936	1226
Employment Counseling	1249	43	1292	1443
Job Club	656	25	681	765
Basic Education	68	12	80	265
Basic & Occupational Skills	352	12	364	664
ESL	0	0	0	0
On the Job Training	4	3	7	124
Job Retention	216	19	235	494
Vocational Training	34	22	56	75
Total	3993	172	4165	6072

The contractors provided the following statistics for October 2014 - June 2015

Automated Referrals	10,244
Volunteer Referrals	55

The contractors report that **167** individuals were placed in jobs during the period October 2014 - June 2015.

Program Components

The E&T Program components are listed below:

- Independent Job Search (IJS) – E&T participants can perform independent job search for not more than half of the 20 hour average per week, per month requirement to meet a job search component. The participant must make at least 3 job contacts each week of assignment to this component. IJS may last up to 10 weeks during a 12 month period.
- Job Search Training – This component will include job skills assessment. It may include one-on-one help with resume development, procuring job leads, and interview coaching. Skills testing may also be conducted. Participants may be provided employment counseling, motivational techniques, and effective job search methods and instructions in a group setting. Participants may be assigned an employment counselor or case manager for the following supports:
 - Develop an employment and training plan;
 - Provide encouragement;
 - Assist in finding financial aid for education;
 - Manage referrals; and/or,
 - Monitor and report progress.
- Education – Participants may be provided:
 - Educational programs or activities designed to improve basic skills including literacy, reading and math programs to improve functional levels;
 - Assistance in acquiring a high school diploma/equivalency;
 - Assistance to acquire proficiency in the English language;
 - Occupational skills training, including but not limited to work keys and self-guided computer-assisted learning programs;
 - Short courses (e.g., Certified Nursing Assistant); and/or,
 - Post-secondary vocational training (limited to 24 months).
- Work Experience – An activity or program designed to help SNAP recipients gain skills, training, or work experience that will improve their likelihood to obtain regular employment. Participants in this component do not receive any monetary compensation for their work. Work experience training should take place at a supervised training site.
- On the Job Training (OJT) – Participants receive training that provides knowledge or skills direct at a specific job. Under OJT, participants may be hired by a private or public employer and will be paid at the same rate as other employees performing the same or similar jobs.
- Job Retention – This component consists of cash payments to vendors on behalf of a former E&T Program participant to support job retention. This supportive service is available up to 90 days to individuals who have secured employment. Only individuals who have received other employment and training services under the E&T program are eligible for job retention services. The request for assistance from the individual must be for an immediate job-related need. Some examples of the job retention services that DHS will cover are:
 - Clothing required for employment;
 - Equipment or tools required for employment;
 - Testing fees;
 - Vision correction (such as eyeglasses, eye exams, etc.);
 - Mandatory membership fees or dues, e.g., union or professional association dues; and,
 - Licensing and bonding fees.

Independent Job Search	
In conjunction with another assigned component, E&T Program participants may be required to make a pre-determined number of inquiries to prospective employers over a specified period of time prior to referral for additional employment services.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the component Independent Job Search is 1009 (see table 4)	The cost for 1,009 projected participants is \$131 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	7
Number of participants expected to receive a reimbursement	165
Estimated Amount of Dependent Care Reimbursements to be Paid	None
Estimated Amount of Transportation Reimbursements to be Paid (see table 4)	$\$34,000 \div 165 = \206 (estimated average per participant)
Targeted Population	Participants who either have no barriers that would prevent employment, or who already possess job seeking skills or training will be assigned to this component.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	E&T participants can perform independent job search for not more than half of the 20 hour average per week, per month requirement to meet a job search component. The participant must make at least 3 job contacts each week of assignment to this component. IJS may last up to 10 weeks during a 12 month period.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations will contract with the participating contractors to administer and verify the independent job search component of the SNAP E&T Program.
Cost of the Component per Placement (see table 4)	\$130 ($131,717 \div 1016$ participants)
Total Cost of the Component	\$165,717

Job Search Training	
All E&T Program participants will be placed in this component. This component will include a job skills assessment, including an assessment of functional educational level and employability. In addition, this component may include help with resume development, job leads, and interview coaching. Participants may be provided employment counseling, motivational techniques, and effective job search method and instructions in a group setting or through an employment counselor or case manager who works with the participant individually.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the component is 1,197. (see table 4):	The cost for 1,197 projected participants is \$129 per client
Number of non-ABAWD participants, Mandatory and Volunteers, expected to begin the component	29
Number of participants expected to receive a reimbursement	194
Estimated Amount of Dependent Care Reimbursements to be Paid	None
Estimated Amount of Transportation Reimbursements to be Paid (see table 4)	\$40,000 ÷ 194 = \$206 (estimated average per participant)
Targeted Population	Participants that need help with basic job skills and/or job-seeking skills may be assigned to this component.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	All E&T participants will receive job search training, for not more than half of the 20 hour average per week, per month requirement to meet a job search component. This component is taken in conjunction with another job search component.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and verify the assisted job search component of the SNAP E&T Program.
Cost of the Component per Placement (see table 4)	\$126 (154,962 ÷ 1,226 participants)
Total Cost of the Component	\$194,962

Employment Counseling

Participants may be provided with counseling related to:

- Educational programs or activities designed to improve basic skills including literacy, reading and math programs to improve functional levels.
- Assistance in acquiring a high school diploma/equivalency.
- Assistance to acquire proficiency in the English language.
- Occupational skills training, including but not limited to work keys and self-guided computer-Assisted learning programs.
- Short courses (e.g., Certified Nursing Assistant).

Post-secondary vocational training (limited to 24 months).

Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the Component is 1,400 ABAWDS (see table 4):	The cost for 1400 projected participants is \$133 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	43
Number of Participants Expected to Receive a Reimbursement	233
Estimated Amount of Dependent Care Reimbursements to be Paid	None.
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	\$48,000 ÷ 233 = \$206 estimated average per participant
Targeted Population	Participants assigned to this component are in need of educational assistance to become job ready.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Participants will be asked to attend classes and comply with the educational requirements and activities as defined in the E&T contract no less than 3 hours per week over a 24-month period.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and verify the assisted job search component of the SNAP E&T Program
Cost of the Component per Placement (see table 4)	\$129 (185,954 ÷ 1443 participants)
Total Cost of the Component	\$233,954

Job Club	
A sub-component of Job Search Training, participants in this component will comply with support services to increase employability.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the Component is 745 (see table 4):	The cost for 745 projected participants is \$135 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	25
Number of Participants Expected to Receive a Reimbursement	126
Estimated Amount of Dependent Care Reimbursements to be Paid	0
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	$\$26,000 \div 126 = \206 average per participant
Targeted Population	Participants assigned to this component are in need of educational assistance to become job ready.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Participants will be asked to attend classes and to comply with the educational requirements and activities as defined in the E&T contract no less than 3 hours per week over a 24-month period.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and verify the Job Club component of the SNAP E&T Program
Cost of the Component per Placement (see table 4)	$\$132$ ($100,725 \div 765$ participants)
Total Cost of the Component	$\$126,725$

GED	
Participants in this Educational Activities sub-component will receive assistance completing a GED program to increase their qualifications for employment.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the Component is 253 (see table 4)	The cost for 253 projected participants is \$122 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	12
Number of Participants Expected to Receive a Reimbursement	39
Estimated Amount of Dependent Care Reimbursements to be Paid	0
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	$\$8,000 \div 39 = \205 (average estimate per participant)
Targeted Population	Participants assigned to this component are in need of a high school degree or equivalency to become job ready.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Participants will be asked to attend classes and to comply with the educational requirements and activities as defined in the E&T contract.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and verify the GED component of the SNAP E&T Program
Cost of the Component per Placement (see table 4)	$\$117$ ($30,992 \div 265$)
Total Cost of the Component	$\$38,992$

Basic & Occupational Skills	
Participants may be enrolled in educational activities designed to help the participant improve basic skills including reading and math, acquire a high school diploma or GED, learn the English language, or gain occupational skills including but not limited to work keys and self-guided computer-assisted learning programs. Participants may also be enrolled in short courses such as, but not limited to, certified nursing assistant training or post-secondary vocational training as long as the client is progressing.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Number of ABAWDS expected to begin the Component 652 (see table 4)	The cost for 652 projected participants is \$131 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	12
Number of Participants Expected to Receive a Reimbursement	107
Estimated Amount of Dependent Care Reimbursements to be Paid	0
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	$\$22,000 \div 107 = \206 estimated average per participant
Targeted Population	Participants assigned to this component are in need of a educational skills enhancement to become job ready.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Participants will be asked to attend classes and to comply with the educational requirements and activities as defined in the E&T contract.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and verify the Basic Skills component of the SNAP E&T Program.
Cost of the Component per Placement (see table 4)	\$128 ($\$85,229 \div 664$ participants)
Total Cost of the Component	\$107,229

English as a Second Language	
Participants in this education component will comply with programs that increase English language skills.	
Type of Component	This is a non-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Anticipated Number of ABAWDS Who Will Begin the Component 0 or 0% (see table 4):	0
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	0
Number of Participants Expected to Receive a Participant Reimbursement	0
Estimated Amount of Dependent Care Reimbursements to be Paid	0
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	\$0 average per participant
Targeted Population	Participants assigned to this component are in need of a educational skills enhancement to become job ready.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Participants will be asked to attend classes and to comply with the educational requirements and activities as defined in the E&T contract.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer the Basic Skills component of the SNAP E&T Program.
Cost of the Component per Placement	\$0
Total Cost of the Component	\$0

On the Job Training (OJT)	
Participants receive training that provides knowledge or skills pertaining to a specific job and are capable of working in a supervised setting and abiding by normal work rules. OJT sites can be developed with either private or public employers. Participants in this activity will receive pay from the employer for their work.	
Type of Component	This is a-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016. (OJT sites will be developed for individual clients on an as needed basis.)
Anticipated Number of ABAWDS Who Will Begin the Component is 121. (see table 4)	The cost for 121 projected participants is \$128 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	3
Number of Participants Expected to Receive a Participant Reimbursement	19
Estimated Amount of Dependent Care Reimbursements to be Paid	
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	\$4,000 ÷ 19 = \$211 average per participant
Targeted Population	Participants assigned to this component will be in need of work experience.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Each placement will be designed to meet the unique needs of the sponsoring employer and the participant. Duration is expected to be three to six months.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and evaluate the assisted job search component of the SNAP E&T Program.
Cost of the Component per Placement	\$125 (\$15,496 ÷ 124 participants)
Total Cost of the Component	\$19,496

Job Retention

A cash payment is issued to a vendor on behalf of a former E&T Program participant to help the former participant retain his or her job. The request for assistance must be for an immediate job-related need, such as a uniform or tool required to do the job.

Type of Component	This is a non-work/case management component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Anticipated Number of ABAWDS Who Will Begin the Component is 474. (see table 4)	The cost for 474 projected participants is \$131 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	19
Number of Participants Expected to Receive a Participant Reimbursement	78
Estimated Amount of Job Retention Reimbursements to be Paid	$\$16,000 \div 78 = \205
Estimated Amount of Dependent Care Reimbursements to be Paid	0
Targeted Population	0
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	A former E&T Program participant whose E&T case was closed due to the person finding employment.
Organizational Responsibilities	Not applicable.
Cost of the Component per Placement	$\$61,985 \div 494 = \125
Total Cost of the Component	\$77,985

Vocational Training	
Participants may be enrolled in education programs or activities designed to help the participant improve basic skills including reading and math, acquire a high school diploma or GED, learn the English language, or gain occupational skills including but not limited to work keys and self-guided computer-assisted learning programs. Participants may also be enrolled in short courses such as, but not limited to, certified nursing assistant training or post-secondary vocational training as long as the client is progressing.	
Type of Component	This is a-work component.
Geographic Areas Covered and Variations Among Local Areas	This component is expected to be a part of the SNAP E&T Program for the FFY 2016.
Anticipated Number of ABAWDS Who Will Begin the Component is 53. (see table 4)	The cost for 53 projected participants is \$146 per client
Number of non-ABAWD Participants, Mandatory and Volunteers, expected to begin the component	22
Number of Participants Expected to Receive a Participant Reimbursement	10
Estimated Amount of Dependent Care Reimbursements to be Paid	
Estimated Amount of Transportation Reimbursements to be Paid (table 4)	\$2,000 ÷ 10 = \$200 average per participant
Targeted Population	Participants assigned to this component will be in need of work experience.
Level of Participant Effort or Number of Hours of Participation in the Component and Duration	Each placement will be designed to meet the unique needs of the sponsoring employer and the participant. Duration is expected to be three to six months.
Organizational Responsibilities	The Arkansas Department of Human Services, Division of County Operations, will contract with participating contractors to administer and evaluate the assisted job search component of the SNAP E&T Program.
Cost of the Component per Placement	\$103 (\$7,748 ÷ 75 participants)
Total Cost of the Component	\$9,748

C. Geographic Coverage

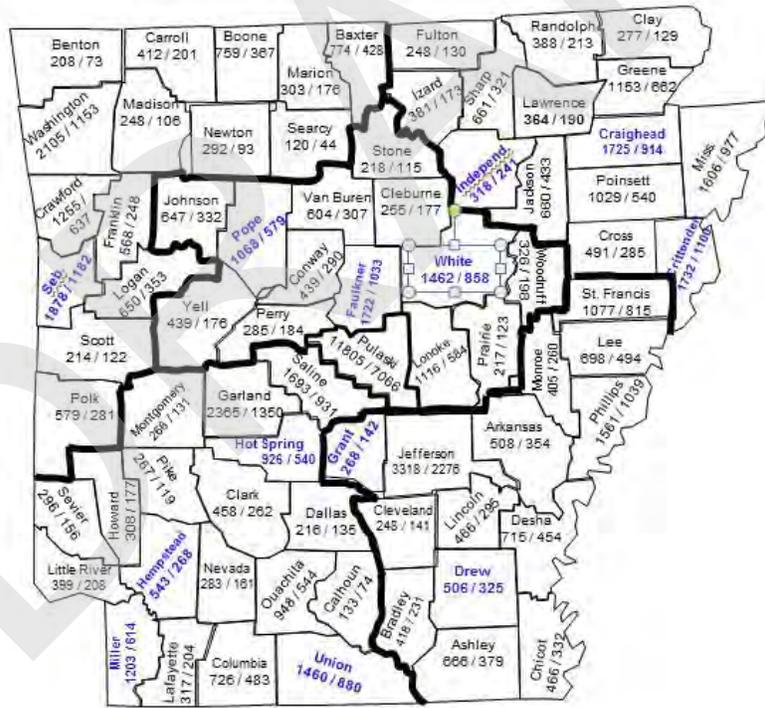
As of August 26, 2015, the SNAP E&T program operates in 13 counties. The counties were selected based on the following criteria: availability of an enthusiastic local WIA partners to contract for E&T Program services; a county administrator committed to the goals of the E&T Program; and sufficient employment opportunities in the local labor market to reasonably expect that a successful participant might find employment.

The 13 counties currently under contract for FFY 2016 are:

- | | |
|---------------|-----------------|
| 1) Sebastian | 8) Independence |
| 2) Hot Spring | 9) Craighead |
| 3) Crittenden | 10) Miller |
| 4) Drew | 11) Pope |
| 5) Faulkner | 12) Union |
| 6) Grant | 13) White |
| 7) Hempstead | |

**Arkansas Work Registrants & ABAWDs By County
July 2015**

WR# / ABAWD#



Total ABAWDs = 38,568
Total Work Registrants (WR) = 66,128

PART II – Program Participation and Exemptions

A. Work Registration Population

1. Number of Work Registrants – Currently the State has about 66,128 SNAP recipients that are work-registered. About 38,568 of these work registrants are classified as ABAWDs, and 8,676 or 22% of these ABAWDs live in counties where an E&T Program will operate.
2. Unduplicated Work Registrant Count – At the beginning of the Federal Fiscal Year, participant records flagged at the September cutoff to identify those included in the initial count of work registrants. The count of new work registrants excludes those individuals whose records were flagged at the September cutoff, resulting in an unduplicated count of individuals during the fiscal year.
3. Characteristics of Work Registrants – We automatically refer to the E&T Program those individuals classified as ABAWDs. DHS county office workers manually refer work registered individuals who volunteer to participate in the E&T Program.

B. Number of Work Registrants Exempt from the E&T Program

Arkansas currently operates an E&T program in 13 counties through 12 E&T contractors. There will be no E&T Program in any other Arkansas counties at this time. Work registrants must:

- If referred, participate in a Workfare program, (currently only in Stone County)
- Respond to any requests from a DHS worker for information regarding employment status or availability for work.
- Accept a bona fide offer of suitable employment at a wage not less than the higher of the State or Federal minimum wage.
- Continue employment at a suitable job.
- Avoid reducing one's work effort to less than 30 hours per week.

SNAP applicants are required to register to work unless one of the following exemptions is met.

- Work at least 20 hours per week, averaged monthly
- Comply with a WIA program for 20 hours or more per week
- Participate in a SNAP E&T program
- Comply with a Workfare program
- Participate at least half time in a refugee program operated by the Office of Refugee Resettlement

Work registrants who are not otherwise exempt from the work registration requirements will be subject to sanction if he or she voluntarily quits a job without good cause or voluntarily reduces his or her work effort to less than 30 hours per week. The Contractor offers to assist the client in contacting DHS to pursue an exemption if it appears that the client is unfit for employment during the intake process.

The Contractor is not required to assess the participant or place the participant in an E&T Program component if any of the following is true.:

1. Short Certification Period: The participant's certification period is less than three months and the contractor cannot conduct an assessment and place the participant into a component before the client's SNAP certification period expires.
2. Lack of Transportation: The participant does not have transportation and cannot arrange transportation.
3. Medical Disability: The participant declares that he or she is unable to work due to disability.

4. Other: The contractor feels that a successful outcome is unlikely due to the individual's barriers to participation.

C. Participants in the E&T Program include:

1. By a system-generated report, those SNAP participants who meet the definition of an ABAWD as provided in the "Glossary" on page 5 of this plan and who are not employed at least 20 hours per week on an average; and
2. By caseworker action, any other work registered household member who asks to participate in the E&T Program.

Once a SNAP recipient is referred to the E&T Program, participation will be voluntary. No participant who refuses or fails to cooperate with an E&T Program requirement will be penalized.

DHS estimates that approximately **13,659** individuals will be referred to the E&T Program in these 13 counties during the upcoming Federal Fiscal Year. We expect about **14,811** work registrants who do not meet the ABAWD criteria to volunteer for the E&T Program in the 13 counties.

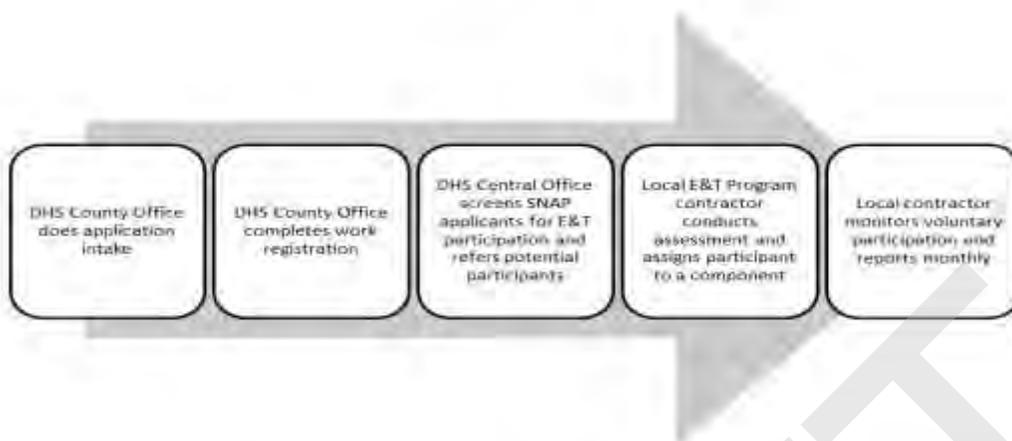
PART III – Program Coordination

A. Coordination

Currently county office workers are responsible for the following duties: intake, application processing, recertification, work registration, and referring non-ABAWD work registrants to the E&T Program if these individuals are interested in participating in the program. Each household member subject to the work registration requirements will be notified by the worker that he or she has been work registered. In E&T counties, the work registration notice advises each household member classified as an ABAWD that he or she will be referred to the E&T Program. The notice also advises other work registrants that they may volunteer to participate in the E&T Program in E&T counties.

At initial application, recertification or periodic report, the county office worker determines the work registration status of SNAP household members and work-registers all non-exempt individuals. Each month, all newly work-registered ABAWDS are automatically referred to participating contractors. Individual referral sheets and lists of referred individuals are provided to the local E&T Coordinators. A list of the referrals is provided to each county office and to the SNAP Section. The E&T Coordinators use this information to make initial contact with the ABAWD and to schedule an assessment. Work registrants not classified as an ABAWD that wish to volunteer to participate in the E&T Program will be manually referred by a DHS county office worker.

The E&T assessment will be conducted by the local E&T Coordinators. They are also responsible for component assignment, monitoring compliance with component requirements, and submitting reports as specified in the contract.



B. Inter-Agency Coordination

The Department of Human Services is the single agency responsible for the Supplemental Nutrition Assistance Program in Arkansas. Local adult education centers, vocational schools and community colleges will implement all E&T services in the E&T counties through a contractual relationship with DHS. DHS will employ an individual to work in the Central Office as an E&T State Program coordinator and monitor.

C. Methods of Coordination

Newly work-registered household members classified as ABAWDS will be automatically referred to the E&T Program. The *E&T Program referral* (DCO-205) will be used to refer work-registered volunteers to the E&T Program at application and at recertification. A copy of the DCO-205 will be given to the household.

D. Coordination Time Frames

Activity	Agency	Timeframe
Referral of newly registered ABAWDS	DHS – Automated report	Monthly
Referral of Volunteer Work Registrants	DHS – County Office Worker	Within 5 days of date application approved
E&T Assessment and Component Assignment	Contractor – E&T Coordinator	Within 30 days of receipt of referral
Reimbursements for E&T Participants	DHS – Finance Office	Once policy is implemented, within 10 days

E. Contractual Arrangements

The Division of County Operations within DHS will contract with local adult education centers, public schools, vocational schools, and community colleges for implementation and coordination of all components provided under the SNAP E&T Program. The contract is structured as follows:

- The SNAP Policy Unit and the DCO Contracts Unit is responsible for coordinating the E&T Program from the DHS Central Office.
- The participating local adult education centers, public schools, vocational schools and community colleges will provide an E&T Program coordinator in each of the 13 counties. The program coordinators will be housed in the adult education centers, vocational schools or community colleges. The program coordinators will be 100% funded with E&T funds.
- DHS will make client transportation reimbursements and pay all other allowed expenses directly to the provider or vendor.

F. Planned Costs

The Arkansas SNAP E&T Program is jointly funded by the federal and state governments. The State intends to contract with the local adult education centers, vocational schools and community colleges to operate the SNAP E&T Program.

Use of Funds: The Arkansas Department of Human Services, SNAP E&T Program will use E&T Program funds to serve participants classified as ABAWDs and other work registrants who volunteer to participate in the E&T Program.

PART IV – Program Costs and Financial Management

I. E&T Program Participant

A. Participant Reimbursement

E&T Program expenditures may be reimbursed directly to program participants or paid directly to the provider of the service, as needed.

B. Method of Reimbursement

Vendors will be paid directly for uniforms, books, and other similar expenses at the actual cost up to the maximum allowed unless verification is provided by participating contractors that this was an out-of-pocket expense paid by the participant. Tuition and fees will be paid directly to the institution up to the maximum allowed. E&T Program funds will only be applied after Pell grants, scholarships, and other educational programs are exhausted or for education-related expenses not covered by such programs.

Each E&T Program participant will be eligible to receive reimbursement for transportation costs required to partake in component activities. Reimbursement for transportation in the client's personal vehicle will be based on the current State reimbursement rate or the actual costs (e.g., for bus service or transportation provider). **The State proposes to automatically adjust the mileage reimbursement rate up or down as the State mileage reimbursement rate changes.** All reimbursements for out-of-pocket expenses and/or transportation will not exceed a monthly maximum of \$285.00 per calendar month per participant. The maximum reimbursement amount will not change as the mileage reimbursement rate changes.

C. Procedures for Reimbursement

E&T Program Participants will be reimbursed by DHS only after expenses have been incurred. . Reimbursement procedures will be explained to the E&T Program participant by the local coordinator at the time of the assessment, employability update, and other times deemed appropriate.

II. Former E&T Program Participant

A. Job Retention Reimbursement

SNAP E&T job retention payments will be paid directly to the vendor.

B. Method of Reimbursement

Vendors will be paid directly. The amount of the payment will be the actual amount required to resolve the job-related need. However, the E&T coordinator must determine if there are any local sources available to meet the need and utilize those sources first.

The monthly maximum payment total during the 90 day period after gaining employment will be \$285.00 per calendar month per participant.

C. Procedures for Reimbursement

Reimbursements will not be released to vendors until the E&T Program coordinator has received verification from the employer of the former E&T Program participant that the need (and associated cost) in question is valid and, if not resolved could result in the termination of employee.

D. Table IV – Impact Clarification

Based on the number of E&T Program participants placed in jobs last year, DHS allocated .25% of the contractual cost to the Job Retention component.

PART V – Program Reporting and Management Information

A. Method of Obtaining Initial Count of Work Registrants

Reports generated from the agency's automated SNAP records will provide information regarding persons registered for work, total number exempted and new work registrants for month. This information will be used to obtain the initial count of work registrants and the number of ABAWDs to be served in the E&T Program. This information is the basis for the data reported on line 3a of form FNS-583.

B. Method For Ensuring an Unduplicated Work Registrant Count

The automated data processing system in Arkansas has established files of unduplicated work registrants using the social security numbers as the source for identifying duplications. The system counts the number of unduplicated social security numbers at the beginning of business on October 1, each year and will match the social security numbers on this file with the social security number of each work registrant keyed to the recipient file each work day thereafter. If no match is found, the social security number is added to the file of unduplicated work registrant social security numbers and the count increased by one. Reports are generated quarterly.

C. Methods for Meeting Federal Reporting Requirements

Contracted providers will be required to submit a monthly report of E&T activities. Information to be reported includes: number of work registrants, exemptions, component participation and non-participation, amount disbursed for services rendered, and amount authorized for reimbursements and additional reporting requirements defined in the contract. This report must be submitted to the Arkansas Department of Human Services, Division of County Operations, Office of Program Planning and Development, by the 10th work day of the month following the report month.

Organizational Responsibility for E&T Reporting:

Financial reporting:

Everlean Porter, Assistant Controller
Arkansas Department of Human Services
Office of Administrative Services
Managerial Accounting – (501) 320-6063

Program contact persons for operations:

Curtisteen Brooks, SNAP ME Section
Sonya Lee, SNAP Policy Section
Arkansas Department of Human Services
Division of County Operations
SNAP Unit – (501) 682-8285 or (501) 682-8283

State Plan Coordinator

Michele Rodgers, SNAP Special Projects Manager
Arkansas Department of Human Services
Division of County Operations
SNAP Unit – (501) 682-8288

Donna Dumond, Program Administrator, Supplemental Nutrition Assistance Program

Arkansas Department of Human Services
Division of County Operations
SNAP Unit – (501) 682-8276
E-Mail: donna.dumond@dhs.arkansas.gov

Attachments

Exhibit 1: E&T Program Federal/State Financial Participation Categories

Activities	Financial Participation
E&T administrative costs under Section 16; including workfare if it is part of the E&T Plan.	100% Federal funding
E&T administrative costs which exceed the 100% unmatched Federal funding.	50% Federal and 50% State funding
Participant reimbursement for expenses incurred in order to participate in the E&T Program.	50% Federal and 50% State funding up to the State limit per month per participant for transportation costs and other costs up to the actual cost or the Statewide limit, whichever is lowest. Expenses above these amounts per month do not receive Federal reimbursement. The State will not provide reimbursement for dependent care costs.

DRAFT

Table 1: Estimated Participation Levels, Federal Fiscal Year 2016

Figure	Description	2016	
A.	Anticipated number of work registrants in the State during the fiscal year	66,128	
B.	List planned exemption categories and the number of work registrants expected to be included in each during the fiscal year.	1. Geographic	
		2. Not classified as an ABAWD (state wide)	27,560
		3. Certification period less than 3 months	
		4. Personal exemptions granted by contractor **	2012
		<i>Total Exemptions</i>	29,572
C.	Percent of all work registrants exempt from E&T (B/A)		
D.	Number of E&T Program mandatory referrals	0	
E.	Anticipated numbers of ABAWDs in the State during the fiscal year	38,568	
F.	Anticipated number of ABAWDs in waived areas of the State during the fiscal year, as of Aug 26, 2015, State is under statewide waiver, so this number is ABAWDs in non-E&T counties	29,892	
G.	Anticipated number of ABAWDs to be exempted under the State's 15% ABAWD exemption allowance during the fiscal year	0	
H.	Number of at-risk ABAWDs expected in the State during the fiscal year (E-(F+G))	8,676	

NOTE: **this data provided by the 12 Contractors for 13 Counties, in FFY 2015
 The State currently operates a voluntary program with mandatory referrals, with no Waivers
 The entire state is exempt at this time and no personal exemptions are needed.

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Table 2: Estimated E&T Placements, Federal Fiscal Year 2016

Estimated E&T Placements in 13 Counties

Figure	Description	Total Estimated
1.	Number of ABAWD applicants and recipients expected to participate in a qualifying ABAWD component each month.	492
2.	Number of all other applicants and recipients (including ABAWDs involved in non-qualifying activities) expected to participate in a component each month.	14
3.	Total number of applicants and recipients the State agency expects to participate in a component each month during the fiscal year.	506

**Estimated Individual Participation in 13 Counties
Federal Fiscal Year 2016**

Description	Total Estimated
Number of individuals expected to participate in the E&T Program during the fiscal year 2016	13,659

FFY 2015 Contractor annual reports, total ABAWD Assignments
 FFY 2015 Contractor reports, volunteer referrals column, Q1-Q3 totals + Q4 projection
 FFY 2015 Contractor annual reports, total Assignments
 FFY 2015 Contractor reports, total referrals column, Q1-Q3 totals + Q4 projection

Table 3: Summary of Interagency Coordination for the E&T Program in FFY 2016

Areas of Coordination	All Agencies Involved	Number of E&T Placements Expected	Methods of Coordination
Delivers an E&T Component	<ul style="list-style-type: none"> • Supt. of Conway Public Schools • Hope Public Schools • Monticello School District • Russellville School District • Texarkana AR School District #7 • Valley View School • ASU Beebe • Crowley's Ridge Tech Institute • Univ. of AR Comm Colg at Batesville • South Arkansas Community College • College of the Ouachitas • Workforce Invest Brd-Eastern AR • Harbor House of Fort Smith 	-	<p>Each agency has a local coordinator and DHS has a State E&T Coordinator to administer the SNAP E&T Program.</p>
The E&T Program delivers a service for another agency or program.		-	
Joint component of the E&T Program and another agency or program.		-	
Referral of individuals from the E&T Program to another program or agency.		-	

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FY 2016 E&T Budget

Table 4: Operating Budget for Fiscal Year 2016

Components	State Agency Costs		Contractual Costs	Participant Reimbursement (State + Federal)		State Agency Cost for Dependent Care Services	Total
	Salary and Benefits	Other Costs		Dependent Care,	Transportation, and Other Costs		
Independent Job Search .17	119,615	12,102	131,717	-	34,000	-	165,717
Job Search Training .20	140,724	14,238	154,962	-	40,000	-	194,962
Employment Counseling .24	168,868	17,086	185,954	-	48,000	-	233,954
Job Club .13	91,470	9,255	100,725	-	26,000	-	126,725
Education/GED .04	28,145	2,848	30,992	-	8,000	-	38,992
Basic Skills .06 & Occupational Skills .05	77,398	7,831	85,229	-	22,000	-	107,229
OJT .02	14,072	1,424	15,496	-	4,000	-	19,496
Job Retention. 08	56,289	5,695	61,985	-	16,000	-	77,985
Vocational Training .01	7,036	712	7,748	-	2,000	-	9,748
ESL .0	-	-	-	-	-	-	-
Work Experience .00	-	-	-	-	-	-	-
Total	703,618	71,190	774,808	-	200,000	-	974,808
	703,618	71,190	774,808	-	200,000	-	974,808
Total Component Costs							974,808
Overall State Agency Operational Cost							71,190
Total State E&T Costs							1,045,998

Table 5: Planned Costs of the State E&T Program by Category of Funding for FY 2016

FUNDING CATEGORY	Approved SFY 2015 Budget*	Proposed SFY 2016 Budget
1. 100 Percent Federal E&T Grant H4X	774,578	774,808
2. Share of \$20 Million ABAWD Grant (if applicable)		
3. Participant Expenses:		
a. Transportation/Other (Job Retention) H6X	208,310	200,000
50% Federal	104,155	100,000
50% State	104,155	100,000
b. Dependent Care		
50% Federal		
50% State		
4. Total E&T Program Costs (1+2+3a+3b=4)	982,888	974,808
5. 100% State Agency Operational Costs	94,331	71,190
6. Total Fiscal Year Allocation	1,077,219	1,045,998

*Include immediately preceding fiscal years approved budget figures for each spending category.