LOCAL WORKFORCE DEVELOPMENT PLAN 2016-2020

DRAFT FOR PUBLIC COMMENT
OCTOBER 2016

318 North Florence Street | Casa Grande | AZ | 85122

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Acronyms

AAED	Arizona Adult Education Data Management System
ABE	Adult Basic Education
ACA	Arizona Commerce Authority
ADOE	Arizona Department of Education
AHCCCS	Arizona Health Care Cost Containment System
AJC	Arizona Job Connection
AZCIS	Arizona Career Information System
CAC	Central Arizona College
CAG	Central Arizona Governments
CAHRA	Community Action Human Resources Agency
CAVIT	Central Arizona Valley Institute of Technology
CFR	Code of Federal Regulations
CRC	U.S. Department of Labor Civil Rights Center
CTE	Career Technical Education
DES	Arizona Department of Economic Security
EO	Equal Opportunity
EEO	Equal Employment Opportunity
ESL	English as a Second Language
ETPL	Eligible Traning Provider List
FAFSA	Free Application for Federal Student Aid
FDIC	Federal Deposit Insurance Corporation
FEIN	Federal Employer Identification Number
GED	General Education Degree
GPA	Grade Point Average

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GRIC	Gila River Indian Community
HOHP	Honoring Hiring Helping Our Heroes of Pinal
HSE	Highschool Equivalency
IEP	Individual Employment Plan
ISS	Individual Service Strategy
ITA	Individual Training Account
ITV	Interactive Television System
LLSIL	Lower Living Standard of Income Level
MOU	Memorandum of Understanding
MSFW	Migrant Seasonal Farm Worker
NCRC	National Career Readiness Certificate
OJT	On the Job Training
PCLWDB	Arizona@Work Pinal County Local Workforce Development Board
PPEP	Portable, Practical, Educational Preparation
PY	Program Year
R&D	Research & Development
RESEA	Re- Employment Service Eligibility Assessment
RFP	Request for Proposal
RTA	Regional Transportation Authority
RTAA	Re-Employment Trade Adjustment Assistance
SBDC	Small Business Development Center
SNAP	Supplemental Nutrition Assistance Program
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAA	Trade Adjustment Assistance
TABE	Test of Adult Basic Education

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TANF	Temporary Assistance for Needy Families
TEGL	Training and Employment Guidance Letter
TRA	Trade Re-Adjustment Assistance
TTY	TeleTYperewriter
UCX	Unemployment Compensation for Ex Service Members
UI	Unemployment Insurance
UIPL	Unemployment Insurance Program Letter
VR	Vocational Rehabilitation
WARN	Worker Adjustment and Retraining Notification Act
WIOA	Workforce Investment Opportunity Act

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ARIZONA@WORK™
PINAL COUNTY

(July 1, 2016 – June 30, 2020)

Executive Summary

The Workforce Opportunity and Innovation Act (WIOA) was signed into law on July 22, 2014. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The new law is highlighted by reforms made to the public workforce system. These reforms include:

- Aligning federal investments to support job-seekers and employers;
- Strengthening the governing bodies that establish State, Regional and Local workforce investment priorities;
- Helping employers find workers with the necessary skills;
- Aligning goals and increasing accountability and information for job seekers and the public;
- Fostering regional collaboration to meet the needs of regional economies;
- Targeting workforce services to better serve job seekers;
- Improving services to individuals with disabilities; and
- Supporting access to services

With an effective date of July 1, 2015, WIOA service delivery coincided with the creation of Arizona's newest local workforce development area – Pinal County. The purpose of a local area is to serve as a jurisdiction for the administration of workforce development activities using Adult, Dislocated Worker, and Youth funds allocated by the State and to coordinate efforts related to the other core programs at a local community level. Since becoming the newest member of statewide local workforce system, Pinal County adopted the Arizona@Work brand to align with the State's transition to align all local areas in the state under one brand.

The Arizona@Work Pinal County Local Workforce Development Board (PCLWDB) serves as a strategic convener to promote and broker effective relationships between the Pinal County Board of Supervisors (Chief Local Elected Officials) and economic, education, and workforce partners throughout the local area. The Local Board is responsible for developing a strategy to continuously improve and strengthen the workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs to promote economic growth. This plan is designed to fulfill that responsibility.

The local plan was developed with the Local Board, program staff, partners and outside stakeholders who will use this plan as a guiding document. This plan is the first opportunity for

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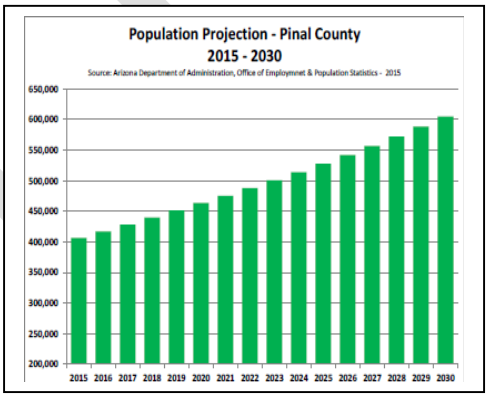
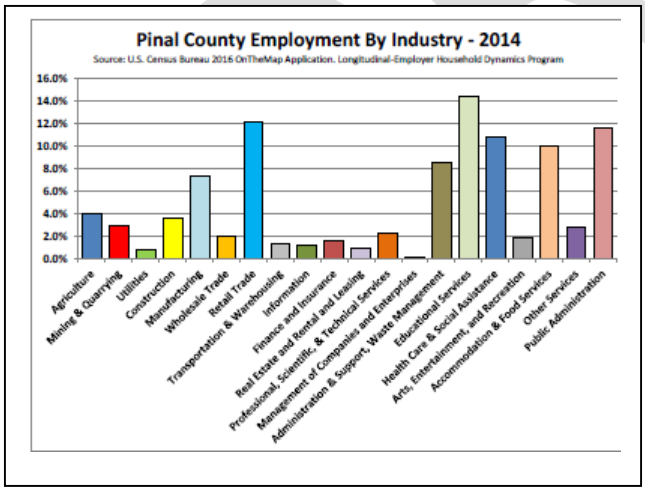
the Local Board and staff to shape the future of Pinal County and its workforce. Local businesses represent a majority of the total make-up of the board.

The plan addresses the need to engage the entire county workforce to ensure every worker has access to Arizona@Work Pinal County services. Currently there is one comprehensive center located in Casa Grande, the largest incorporated city in Pinal County. To ensure outreach and service access is available to the balance of the county, Arizona@Work Pinal County has ten access points located in most of the local communities. The Access points are located in Coolidge, Apache Junction, Kearny, San Manuel, Eloy, Superior, Florence and Maricopa. Currently there are plans to locate access points into all of the Central Arizona College campuses.

The development of this plan required the Local Board to gather an in-depth analysis of the region. The analysis addressed items such as in-demand jobs, unemployment, education, training needs, business needs and addressing the gap of these items. Labor market trends and current labor force employment data were also taken into consideration. Presentations were made to local education boards in the county to connect future workers and discuss strategies to close the skill gaps to ensure an engaged workforce of the future.



Work with local economic development members, who also serve on the board, the Local Board has shifted its focus to future growth within the county. The current county population is around 409,000 people with 51% of those living in the San Tan area traveling into Maricopa County for work. The same goes for the City of Maricopa with 51% leaving the county for work. Arizona@Work Pinal County along with the county economic development teams are working on changing these trends, with higher skilled jobs and higher paying jobs. The challenge for the Local Board will be meeting the future in-demand labor market. Pinal County's population is expected to grow and become one of the fastest growing counties in the State.



The Manufacturing Sector is expected to triple by 2023 and Arizona@Work Pinal County will play a major part in the preparation of a qualified workforce for these new jobs. A breakdown of major sectors is shown in the table below. The county has identified six target job sectors; Transportation/Logistics; Manufacturing; Health Services; Aerospace and Defense; and Natural and Renewable Resources. In 2016, the Tourism industry has been added to this focus.

The local plan breaks these sectors into occupations by education and skill requirements. The local plan shows the current economic development pipeline of companies, which are targeting Pinal County, and are broken down by sector and employment needs. Some of these companies have already begun construction, while others are currently in negotiations with Pinal County or local city economic developers. The chief local elected officials have set the direction for county economic development and for local Arizona@Work Pinal County efforts to move forward with securing these employers with the future of the workforce and the County in mind. Arizona@WorkPinal County will focus on the core "Career Pathways Toolkit" to ensure that local service delivery is based on a proven systematic approach to preparing the local workforce for the targeted, in-demand occupations in Pinal County and for activities captured in the local plan. Changing the name of "Case Managers" to "Career Planners" allows for the general public to understand their employment options are best served by focusing on career pathways rather than being "managed" to meet programmatic requirements.

Pinal County Economic Development Pipeline
As of 4/15/2016

Target Industry	Project	Employees	Industry
Transportation/ Logistics	Phoenix Mart	4,500	Global Wholesale Sourcing
	IPAZ Intermodal Facility	6,000	Industrial Park/Inland Port
	ACA - Project Falco	300-400	Distribution Facility
	ACA - Project Javelin	148	Warehouse Distribution
	Union Pacific Red Rock	250-300	Rail Transportation
	Storage/Warehouse Facility	N/A	Warehousing
Manufacturing	ACA - Project 76	750	Household Consumables Manufactu
	Manufacturing Facility	75- 100	Fly Ash Recovery/Block Manufacturi
	ACA - Project Cosmos	2,000	High Tech Auto Manufacturing
	Bio-AG Manufacturer	15	Rubber Tire Manufacturing
	Case New Holland R&D Center	25+	Flat Manufacturing Subsidiary
	Applegate Insulation	25	Residential Insulation Manufacturing
	Sheffield Lubricants	25-35	Lubricant Manufacturing
	Waste Recycling Project	60-80	Fuel Pellect Manufacturing
	Movie Industry Equipment	15	Movie Industry Equipment Manufacti
Health Services	Urgent Care Extra	25	Unscheduled health care services
	Urgent Care Facility	15-20	Unscheduled health care services
	Stand-Alone ER	35	Emergency Medical Services
	Stand-Alone ER	25	Emergency Medical Services
Aerospace & Defense	Int'l Diplomatic Security Company	N/A	Pinal Airpark Based
Natural & Renewable Resources	Resolution Copper	3,500-4,000	Copper Mining
	Gas Fired Power Plant/Solar Field	75- 100	Utilities/Electricity Generation
	ASARCO Expansion	N/A	Copper Mining
	Copper Creek/Red Hawk Copper Mine	750	Copper Mining
	Florence Copper	250	Copper Mining
	Mine Filtering Plant	375	Mining Support Services
	Bio Gas Facility	35	Ag Waste Gas Producer
Tourism	Alessa	N/A	Racetrack/Entertainment/Residentia
	Zipline	28	Amusement
	Motocross Track	N/A	Racing Events
	Apache Sky Casino	400	Gambling/Amusement

Source: Pinal County Economic Development Department

The local plan captures a smooth transition between the job seeker and the local business partner. Each will be served according to this plan to ensure both objectives are met. Based on the job seeker's qualifications and utilizing the core partners; Adult , Dislocated Worker and Youth Programs, Wagner-Peyser/Employment Service and Vocational Rehabilitation, along with the other required partner programs such as the Jobs for Veterans State Grant, a customer-centric approach to all service strategies will be implemented to meet employers' needs.

The Local Board along with program staff is committed to creating a regional workforce system in order to meet the County's in-demand job creation and future economic growth. Collaborations with other local Arizona@Worklocal areas will increase job recruitment bandwidth and help facilitate the coordination with other training providers outside of the local area to align the development of training to meet business needs.

Arizona@Work Pinal County staff and local board members are consistently engaged with community groups to continue to share the vision and mission of the Arizona@Work Pinal County Local Board and recruit new members to the board. By attending local forums or presenting to education boards, the staff and Board are committed to ensure everyone in the county understands their options for employment. Hosting Chamber functions at the Arizona@Work Pinal County locations gives the business community a chance to visit and experience what Arizona@Work Pinal County has to offer. To ensure that the board is currently up to date on the plan and their role as a board member, each board member completed an assessment of their knowledge of this plan and the local Board's responsibilities. The board met

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as a group to complete this assessment as one board. Areas for improvement were noted and an annual Board retreat where these and other items can be discussed and a plan developed to ensure Board knowledge.

Arizona@Work Pinal County staff and Career Planners continue to provide business leaders with customized services such as the posting of job orders, job referrals of qualified candidates for those job orders, job fairs, recruitment, screening and interviewing schedules. A full line of business service where a member of Arizona@Work Pinal County will visit with employers and work with economic developers to gather data from current local business to find out business needs. Arizona@Work staff and Career Planners will also work with job seekers on career planning, labor market analysis and career path job selections based on that analysis. Resume writing, interview skills are learned as part of a core of training provided at the local comprehensive one-stop.

Arizona@Work staff and the local board will continue to review the current plan and update it as necessary. The plan will be considered a working document by all members of the Local Board and Arizona@Work staff and partners. Every item in the plan can and will be reviewed by the Local Board to ensure the focus will meet the current needs of the county to ensure continued economic growth.

Public Comments

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Analysis of Regional Economic Conditions

The Arizona@Work Pinal County 2016-2020 Local Workforce Plan represents the first opportunity that Pinal County has in shaping its workforce development future. Operating under the Workforce Innovation and Opportunity Act (WIOA), the Pinal County Local Workforce Development Area was established on July 1, 2015 as the newest local workforce development area in Arizona. With the birth of this workforce area, under the brand "Arizona@ Work Pinal County" to align with the statewide "Arizona@Work" brand, Pinal County has seized the opportunity to analyze and plan the coordinated effort of workforce, economic and educational development in line with its responsibility in the administration of WIOA services.

It is a fundamental belief of the Arizona@Work Pinal County Workforce Development Board that a comprehensive workforce development system must be available to all who would seek system services, and that the board is responsible for guiding the vision of this system. This vision centers on two over-arching goals and the tasks to be completed to achieve these goals:

1. Employers must be viewed as the Arizona@Work Pinal County Workforce Development Area's greatest asset. Therefore, a service model centered on their needs must include, at a minimum:
    - A single point of contact for business customers;
    - Clear and easily accessible information for business customers about the services offered to them;
    - Specific requirements for timely responses to employer questions and requests for additional information; and
    - A proactive approach to business services focused on outreach through participation in chamber events, economic development summits, industry conferences, and similar activities that give workforce development a place at the table when plans for growth are being formulated.

2. The gap must be narrowed between the demands of system job seekers and identification of resources to meet those demands within the local workforce area.
    - Board members will renew their collective commitment to engaging a broader circle of influence across political boundaries to establish direct linkages with new workforce stakeholders;
    - A culture of capacity building will be instituted throughout the Pinal workforce system, requiring every partner agency's active participation in an asset mapping process to continually expand the mix of services; and
    - An ambitious search for technology alternatives is necessary to ensure access to the Arizona@Work Pinal County service delivery system for a broader spectrum of customers, particularly those without the resources to access services in person.

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Arizona@Work Pinal County will provide program services at the following locations:

Comprehensive Center:

- Arizona@Work Pinal County
  Business and Career Center
  318 North Florence Street, Ste. C
  Casa Grande, AZ 85122
  (520) 866-3600

As a contractor of Adult and Dislocated Worker Programs, Central Arizona Governments (CAG) also provides services at the following location:

- 1075 S Idaho Rd # 300, Apache Junction, AZ 85119

As the contractor for the Youth Program, Central Arizona College has staff located at the following campuses:

- Superstition Mountain (Apache Junction)
- Aravaipa (Winkelman)
- San Tan (San Tan Valley)

Note: During Program Year 2016, Arizona@Work Pinal County initiated conversations with Central Arizona College to transform all CAC campuses to Access Points as well as selected itinerant Arizona@Work service delivery points.

Access Points – The ten Access Points are located in Apache Junction, Coolidge, Mammoth, San Manuel, Kearny, Florence, Eloy, Superior, and Maricopa.
These offer electronic access to services which may include, but are not limited to, job search assistance, career exploration, training opportunities, unemployment information, access to computers and other office equipment, and supportive services.

City of Coolidge Coolidge Public Library 160 W. Central Avenue Coolidge, AZ 85128	Empowerment Systems Inc. 2066 W. Apache Trail #116D (480) 367-6937 Apache Junction, AZ 85120
Greater Florence Chamber of Commerce McFarland Visitors' Center Sonoran Desert Nat. Monument Florence, AZ 85232	Town of Kearny Kearny Library 912 Tilbury Drive Kearny, AZ 85137

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Mammoth/San Manuel Community Schools 111 South McNab Parkway San Manuel, AZ 85631 Adelante Juntos Coalition 301 Avenue B San Manuel, AZ 85631	Eloy Veterans' Center 308 N. Main Street Eloy, AZ 85131
Town of Mammoth Mammoth Library 125 S. Clark Street Mammoth, AZ 85618	Town of Superior Superior Library (Tonto Nat. Forrest) 99 N. Kellner Avenue Superior, AZ 85173 (520) 689-2327
Maricopa Chamber of Commerce 14870 W. Hathaway Avenue Maricopa, AZ 85139	

Identification of additional points of access is based on their current level of inaccessibility to comprehensive services; the lack of public transit; population characteristics based on the latest U.S. Census data, and each location's importance with respect to targeted industry sectors. Based on these criteria, the following communities within Pinal County are currently under consideration for additional satellite/access sites: San Tan, San Tan Valley (both in central Pinal County) and Queen Creek in North Central Pinal County.

WIOA requires that each local workforce development area conduct an analysis of regional economic conditions, including the identification of existing and emerging in-demand industry sectors and occupations and the employment needs of employers in those industry sectors and occupations. The analysis must also address the knowledge and skills needed to meet the employment demands of regional employers, including those in in-demand industry sectors and occupations.

In addition, the following were to be covered:

- An analysis of the workforce in the region, including current labor force employment (and unemployment) data and information on labor market trends;
- The educational and skill levels of the workforce in the region, including individuals with barriers to employment
- Workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region.

Although an existing analysis may be used per Section 108(c) of WIOA, existing workforce planning analyses were conducted prior to July 1, 2015 when Pinal County was part of the Gila-

Pinal Workforce Investment Area consortium under the predecessor to WIOA – the Workforce Investment Act. The existing analysis contained blended economic and workforce data representative of the two counties.

Arizona at Work – Pinal County, therefore, retained Elliott D. Pollack and Company to conduct an economic conditions analysis of employment trends and workforce characteristics in Pinal County. The analysis was designed to address in-demand economic sectors, occupations, and industries that have capitalized on the particular business location attributes and strengths of the County. The study provides an analysis of the skills and knowledge required by these industries and assesses the workforce programs currently in place.

The Elliott D. Pollack and Company analysis is critical to local workforce development areas as it is the blueprint for the entire workforce system, informing workforce development efforts in conjunction with economic development, and using education/training to connect the key element to a well-coordinated approach to the meet the county's growth. This analysis will furthermore serve as the cornerstone for the balance of this plan, i.e., as a roadmap for Career Planners, Business Service Representatives and other workforce professionals who assist Pinal County residents on a daily basis in making life altering decisions regarding their career, while serving as the stewards of public funds used to maximize individual and county economies.

Data was collected from available sources such as the U.S. Census, U.S. Bureau of Labor Statistics, EMSI and the U.S. Cluster Mapping Project. In conjunction with PCLWDB members, interviews with selected government and business leaders to identify workforce needs of the County were conducted.

Since 1975, Pinal County has grown by an average of 4.0% per year. Growth in the 1970s and 1980s was low to moderate, and then began to pick up in the 1990s with an average growth rate of 4.2% during that decade. The county then experienced explosive growth in the 2000s as the Greater Phoenix region experienced a housing boom, approaching nearly 8.0% annual growth over the entire decade. In the post-recession period (2009-2014), population growth has retreated significantly. This decrease in population growth is more of a reflection of the decrease in mobility by those around the country desiring to move but unable to either retire as planned or be able to liquidate a housing asset because of a depressed housing market. It is anticipated that this period will be an anomaly and Pinal County will begin to grow at higher rates of growth moving forward.

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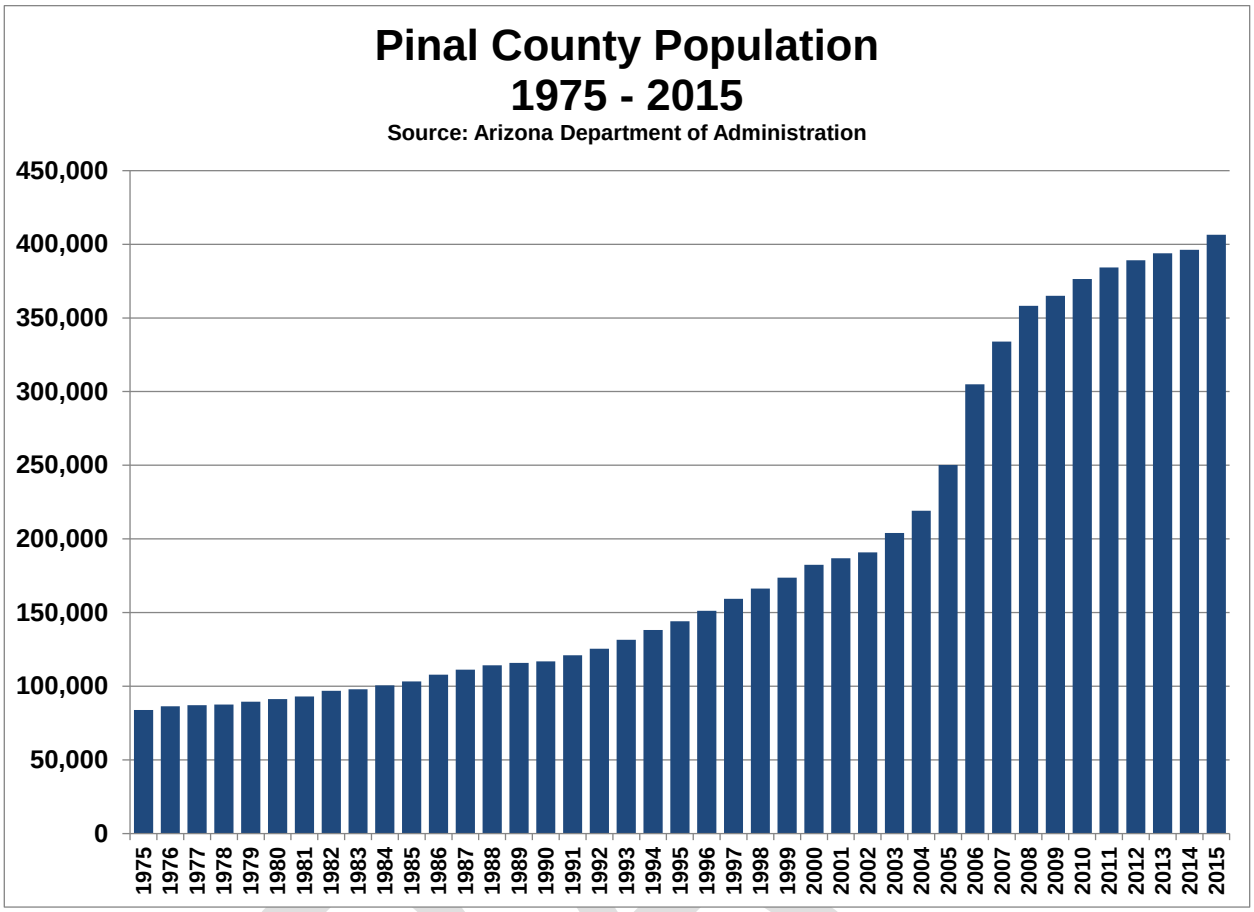
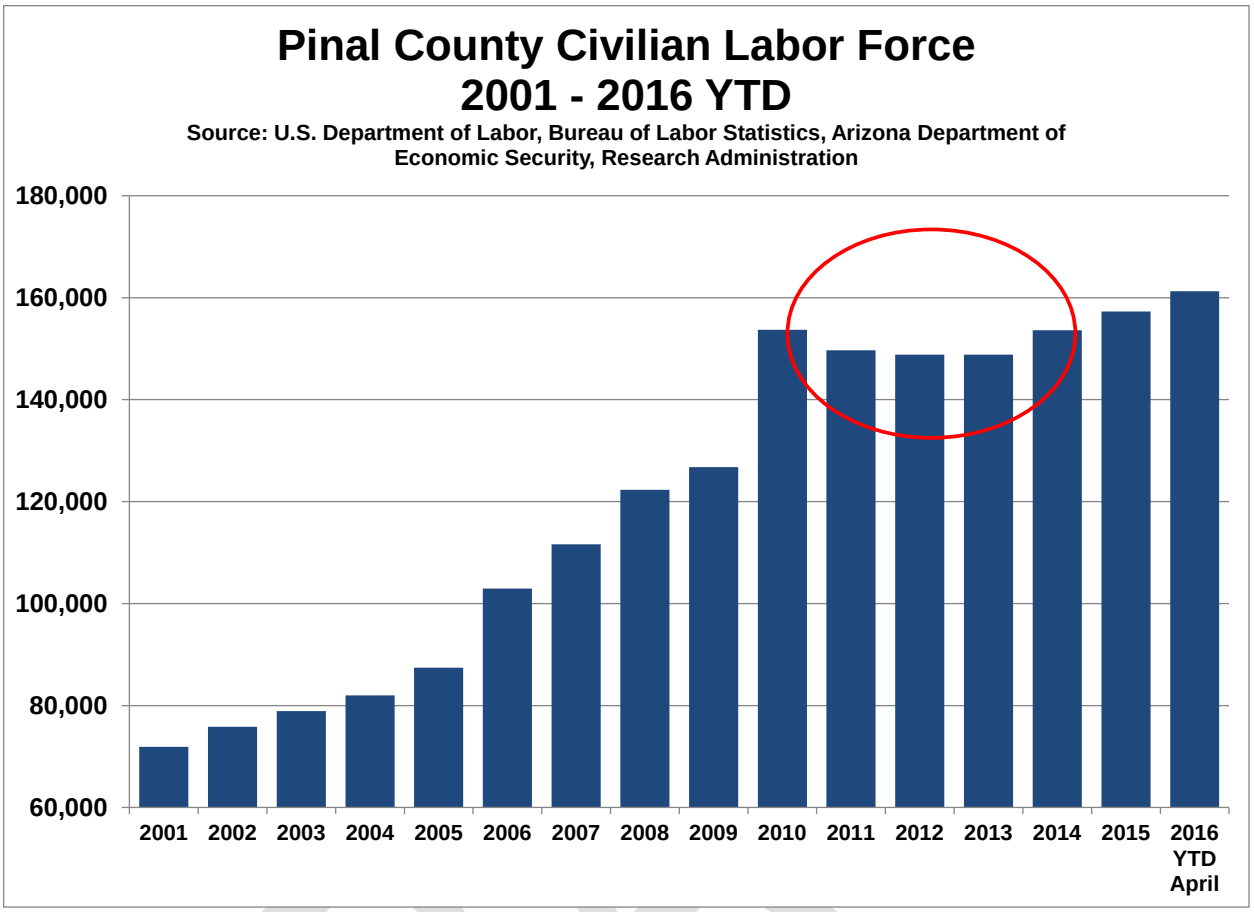


Population growth naturally leads to growth in the labor force. The U.S. Bureau of Labor Statistics defines the labor force as individuals in the region who are either employed or unemployed (jobless, looking for a job, and available for work). Additionally there is a labor force participation rate, which measures the labor force compared to the civilian, non-institutionalized population 16 years and older. Many in the age group who are not in the labor force are in school, retired, or have family responsibilities restricting work opportunities.

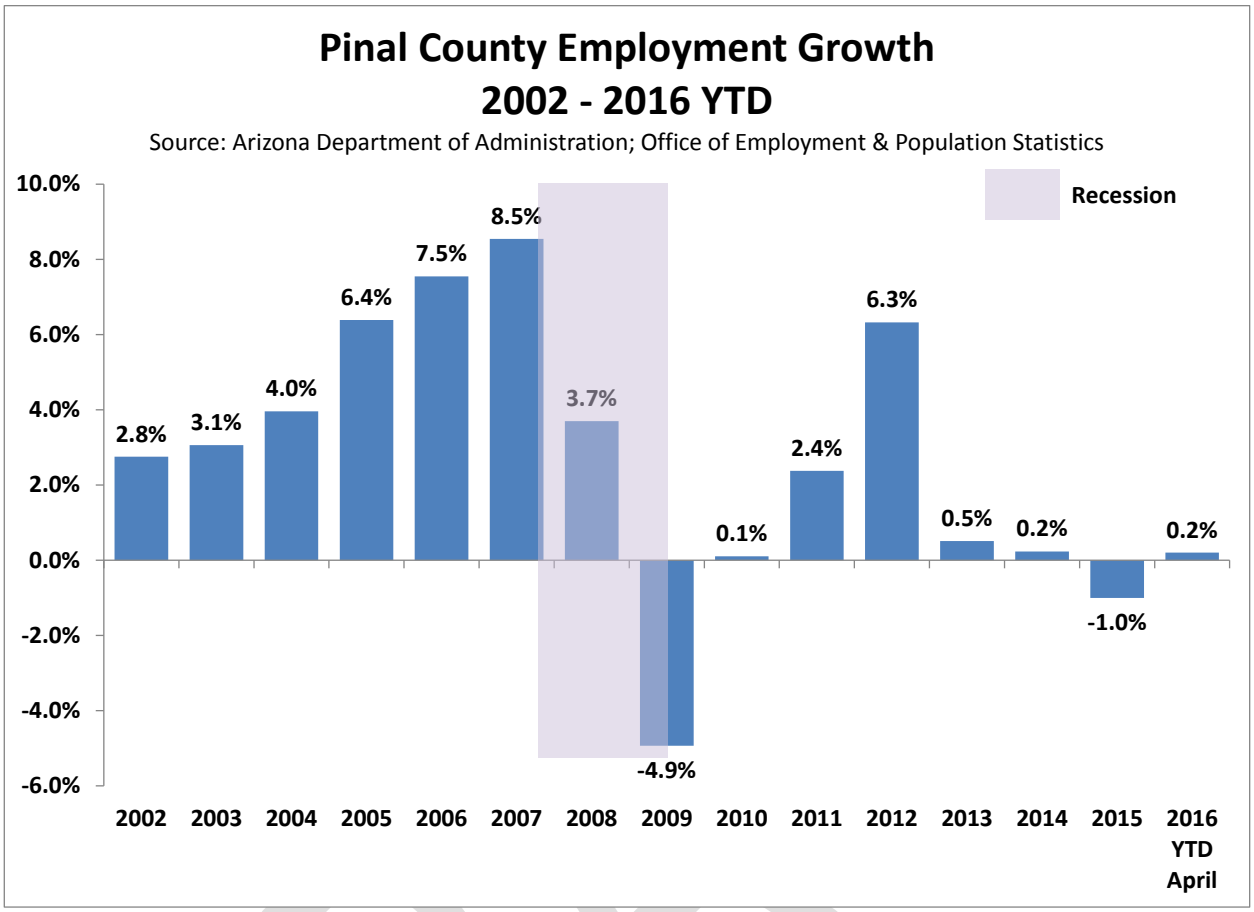
Since 2001, both the population and labor force have more than doubled in Pinal County. In 2011, 2012, and 2013 the labor force in the County dipped slightly while population continued to increase. This suggests that the labor force participation rate declined during this period. In 2014, the labor force grew faster than total population and kept pace with population growth in 2015. However, there still may be a significant number of individuals within the working age population that may rejoin the labor force as employment opportunities continue to grow. Based on the overall population growth rate, there is potential for as many as 8,000 to 9,000 individuals to rejoin the labor force.



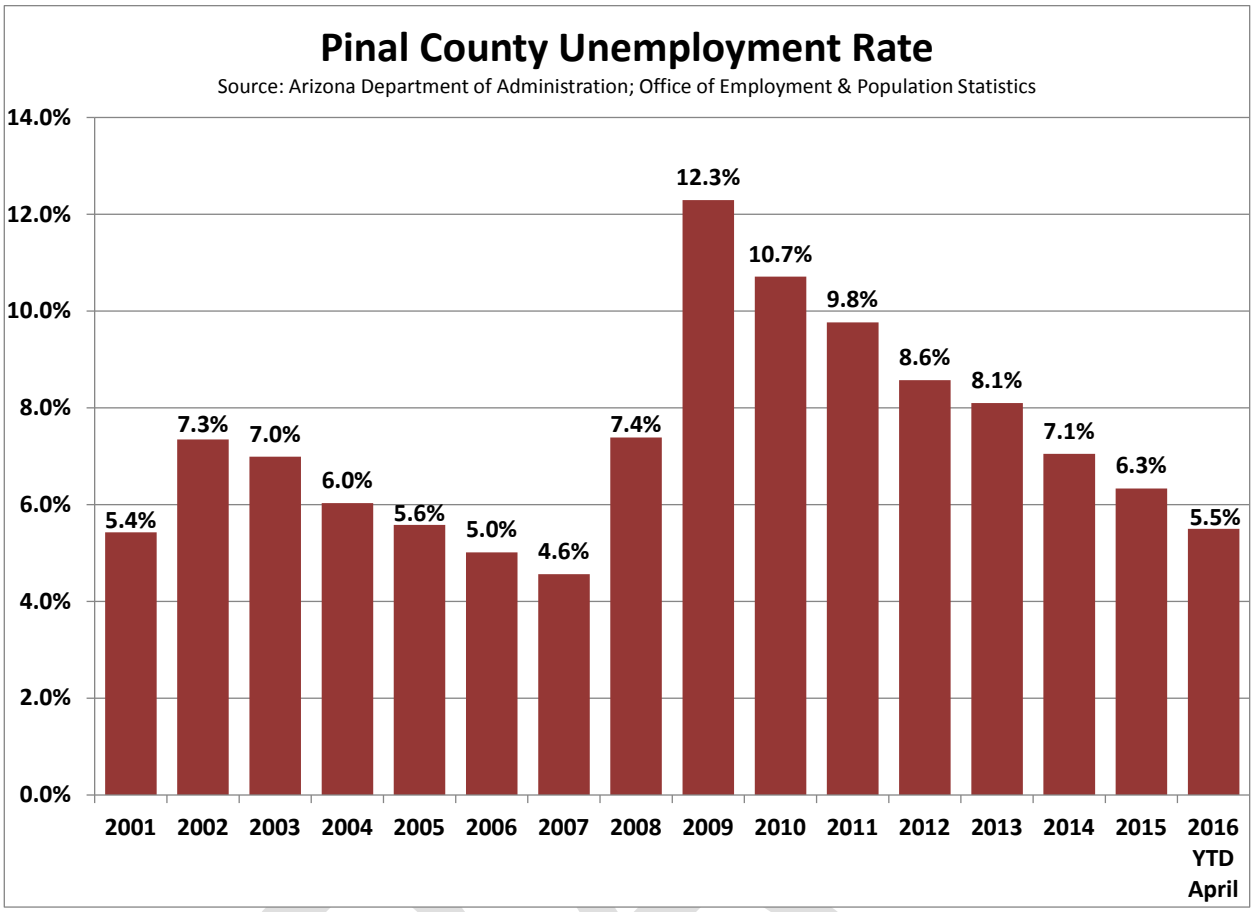
Population growth also led to the creation of jobs, and the employment statistics for the broader Greater Phoenix region illustrate the support of population growth through increased employment opportunities. Historically, the job market declines that are realized during periods of recession in the Greater Phoenix region tend to be mild. In both 1991 and 2001, the previous two recessions, job declines were minimal, only going negative during the 2001 recession. The job losses in 2009, which totaled nearly 2,700 jobs, spread across many sectors but were dominated by the construction industry and those sectors that support housing development.

Employment

Employment in the County has rebounded since 2009 and many sectors are at or above previous peak levels. The only exceptions are Mining & Construction, Manufacturing, Financial Activities, and Government. Current year to date employment is 0.2% higher than the same period last year.



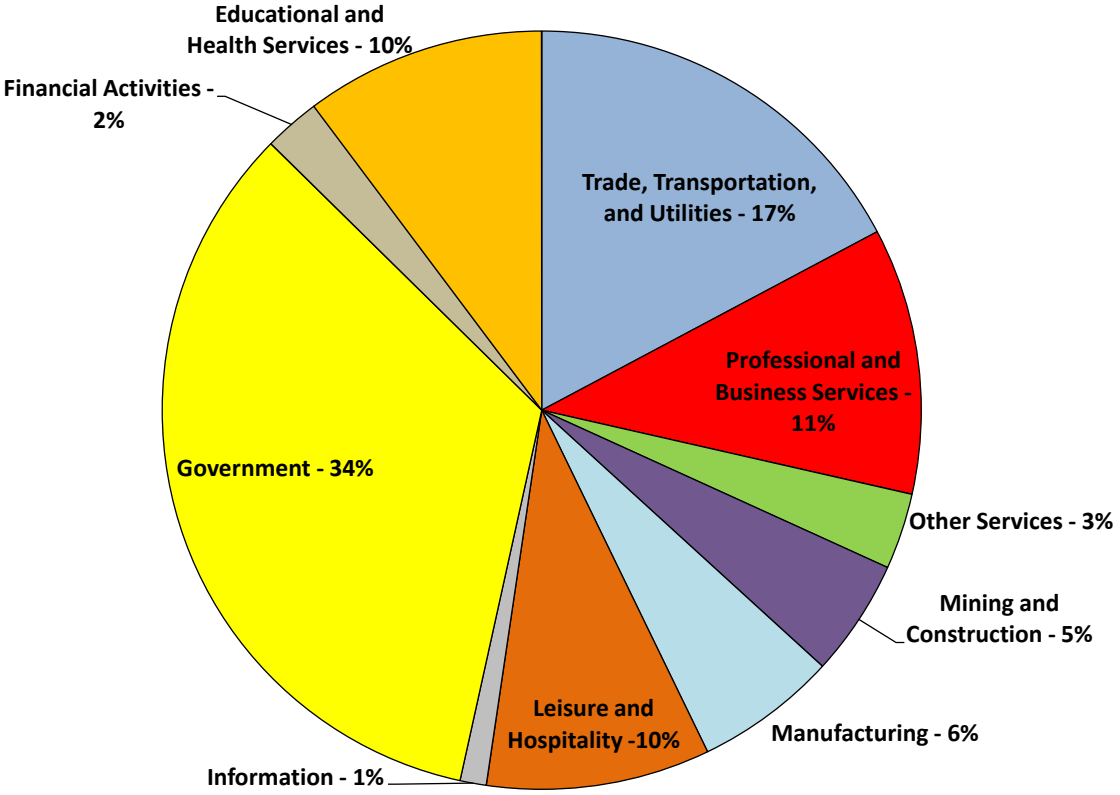
Many Pinal County residents travel outside the county for work. Thus, while employment has rebounded to previous peak levels, the base of employment still requires commuting to Maricopa or Pima County for many residents. As the following unemployment rate chart illustrates, Many Pinal County residents have been able to find work after a significant number had lost employment from the recession. The unemployment rate began to rise sharply in 2008 and peaked at 12.3% in 2009. The rate has continued to improve, even with increases to the labor force, meaning regional employment has outpaced population over the last 6 years.



For Pinal County, the Arizona Office of Employment and Population Statistics provides data on 10 super sectors. As the chart below shows, Government is the largest employer, accounting for 34% of all jobs. Trade, Transportation, & Utilities (mostly retail trade) comprise the next largest percentage of jobs with 17%, followed by Professional & Business Services (11%), Education & Health Services (10%), Leisure & Hospitality (10%), and Manufacturing (6%).

Pinal County Employment by Sector

Source: U.S. Bureau of Labor Statistics



The Government sector supplies the highest percentage of jobs within Pinal County. The "Government" sector includes Federal, State, County and Local jobs and have a wide variety of industries and occupations. Some of those include:

- Professional & Business Services
- Education (primary, secondary, and post-secondary)
- Utilities (water supply & irrigation systems)
- Construction
- Libraries
- Waste Management
- Fitness & Recreational Centers
- Executive, Legislative, and General Government
- Public Finance
- Government Support Services
- Justice, Public Order, & Safety Activities
- Legal Counsel & Prosecution
- National Security & International Affairs
- Police & Fire Protection
- Postal Service
- Health Care & Social Assistance

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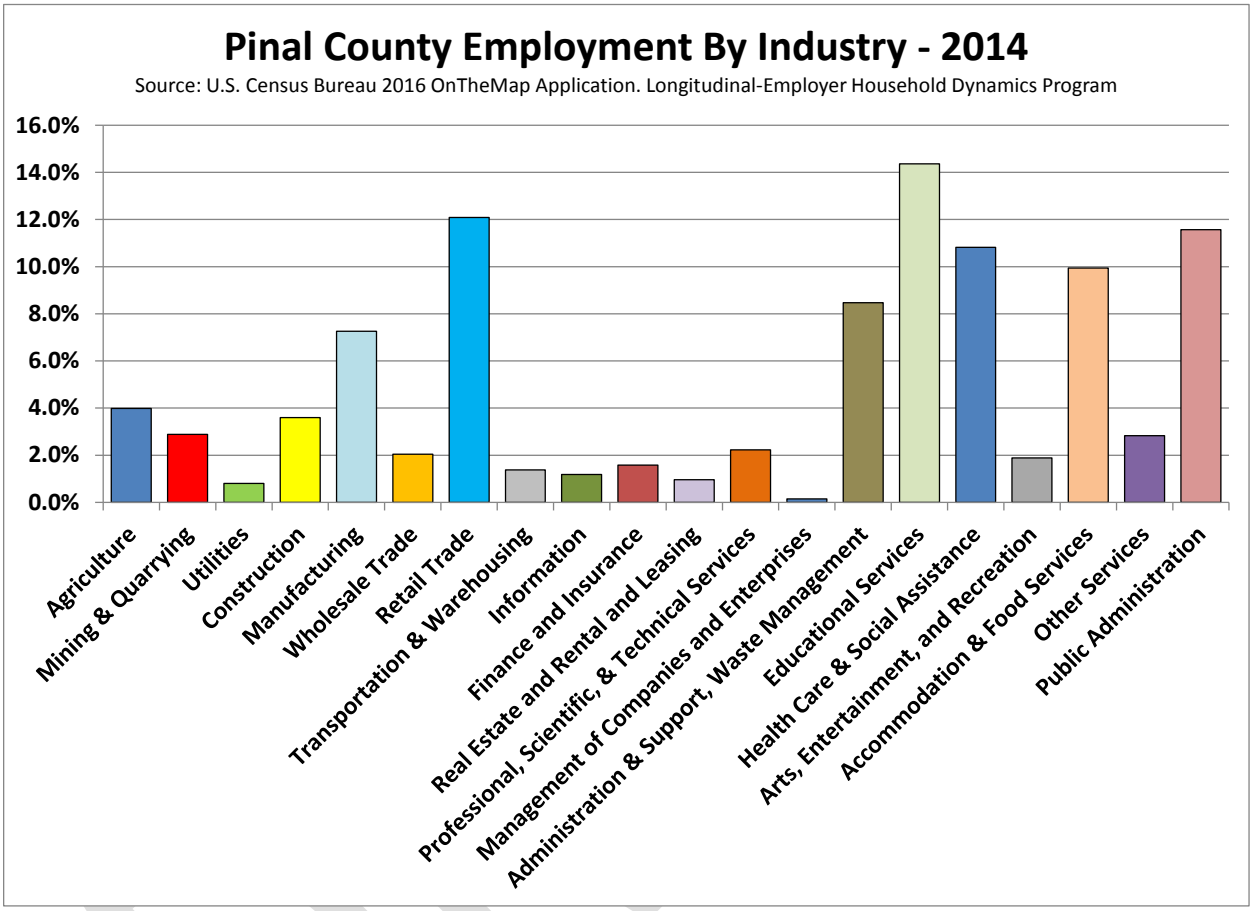
By separating jobs by industry sector as opposed to aggregating jobs by who the employer may be (such as government), the County shows a much more diversified base of industries. Using this approach, it is apparent that educational services are the largest source of jobs, followed by retail trade, public administration, and health care.



Location Quotients and Identified Clusters

By comparing Pinal County to the State of Arizona and the U.S. under more detailed industry classifications, some clustering of industries or relative concentrations of certain industries can be identified. This is represented through the use of location quotients. Anything with a location quotient higher than 1.0 means that there is a relatively higher percentage of that industry compared to the broader economic region.

Pinal County has a number of industries in which the location quotient was greater than 1.0 relative to both the United States and Arizona. The following table lists these industries. Industries related to mining and agriculture are by far the most concentrated industries relative to broader economic regions.

Certain manufacturing sectors (nonmetallic mineral products, chemical, food, primary metal, plastics & rubber products, and wood products) are also well represented in the county. Other

industries, such as administrative and support services, utilities, support activities for transportation, and accommodations have relative concentrations in the county. Finally, local serving industries such as retail stores, restaurants, education, construction, and gas stations all had higher concentration of employment in Pinal County compared to the nation as a whole.

Industry Location Quotients by Number Employed 2015		
Industry	**Relative to U.S.**	**Relative to AZ**
NAICS 212 Mining, except oil and gas	17.32	3.22
NAICS 112 Animal production and aquaculture	14.59	0.92
NAICS 115 Agriculture and forestry support activities	3.89	1.78
NAICS 111 Crop production	3.70	0.82
NAICS 327 Nonmetallic mineral product manufacturing	3.29	0.92
NAICS 447 Gasoline stations	2.63	1.00
NAICS 452 General merchandise stores	2.33	1.11
NAICS 325 Chemical manufacturing	2.02	0.36
NAICS 311 Food manufacturing	1.85	0.43
NAICS 561 Administrative and support services	1.79	1.43
NAICS 448 Clothing and clothing accessories stores	1.48	0.88
NAICS 221 Utilities	1.46	1.17
NAICS 488 Support activities for transportation	1.46	0.98
NAICS 811 Repair and maintenance	1.37	1.03
NAICS 446 Health and personal care stores	1.35	0.99
NAICS 445 Food and beverage stores	1.28	0.99
NAICS 237 Heavy and civil engineering construction	1.21	1.00
NAICS 453 Miscellaneous store retailers	1.21	1.34
NAICS 611 Educational services	1.20	1.11
NAICS 721 Accommodation	1.15	1.25
NAICS 562 Waste management and remediation services	1.12	0.74
NAICS 236 Construction of buildings	1.10	0.91
NAICS 331 Primary metal manufacturing	1.10	0.59
NAICS 444 Building material and garden supply stores	1.08	1.00
NAICS 321 Wood product manufacturing	1.07	0.56
NAICS 441 Motor vehicle and parts dealers	1.06	1.19
NAICS 213 Support activities for mining	1.05	0.06
NAICS 326 Plastics and rubber products manufacturing	1.04	0.32
NAICS 722 Food services and drinking places	1.04	1.03
Source: US Bureau of Labor Statistics		

The U.S. Cluster Mapping project has created a dataset at the county level for the presence of clusters, defined as a group of individual industries that are closely related or linked, including use of labor occupations, and co-location patterns. The cluster is identified similar to location quotients. When a certain cluster is overrepresented in the county relative to the national average, it is considered a specialization. The U.S. Cluster Mapping Project further defines clusters as either "traded" or "local". Traded industries sell to other regions and nations while local industries are present in most geographic areas, and primarily sell locally.

As a percent of total employment, local serving clusters currently dominate the Pinal County economy. These include health services, hospitality, real estate, and retail. In terms of traded clusters, the County's strongest sectors relative to the U.S. include business services, agriculture, mining, upstream metals, construction, and downstream chemicals.

Pinal County Industry Clusters Identified by the U.S. Cluster Mapping Project - 2013

	Employees	% of Total Employment	Sub-Clusters
Local Clusters			
Local Health Services	7,091	12.6%	Hospitals, Healthcare Provider Offices, Home & Residential Care, Drug Stores, Funeral Services & Crematories, Optical Goods Retailing, Medical Laboritories, Medical Equipment Distribution & Rental
Local Hospitality Establishments	5,974	10.6%	Hospitality Establishments, Recreational Facilities & Instruction, Gifts & Souvenir Retailing
Local Real Estate, Construction, and Development	3,640	6.5%	Specialty Contractors, Real Estate Services, Construction Materials Retailing, Concrete Products, General Contractors, Construction Materials Wholesaling, Water and Sewer Line Construction, Highway & Street Construction, Building Equipment Distribution, Developers
Clothing and General Merchandise	2,867	5.1%	General Merchandise Retailing, Apparel, Jewelry, Sewing, Needlework, and Piece Goods, Luggage
Local Commercial Services	2,569	4.6%	Local Professional Services, Security, Miscellaneous Repair, Building Support Services, Laundry & Linen, Stationery & Office Supply Retailing, Testing Laboritories, Commercial Photography, Printing, and Signmaking
Local Motor Vehicle Products and Services	2,304	4.1%	Gas Stations, Auto Dealers, Automotive Parts Retailing, Other Automotive Services, Automotive Repair Shops, Other Motor Vehicles Distribution, Automotive Parts Wholesaling, Parking Services, Automotive Wholesaling
Local Community and Civic Organizations	1,640	2.9%	Social Service Organizations, Religious Organizations, Labor Organizations, Business Associations, Political Organizations, Trusts
Local Personal Services (Non-	1,238	2.2%	Child Care, Hair Care, Personal Products Retailing, Repair Services, Photographic & Photofinishing Services, Cleaning Services, Other Personal Services
Local Education and Training	1,112	2.0%	Elementary & Secondary Schools, Job Training Services, Recreational & Other Services
Local Financial Services	969	1.7%	Deposit Taking Institutions, Insurance Agents & Brokers, Tax Return Preparation Services, Collection Agencies, Pension, Health, & Welfare Funds
Local Entertainment and Media	804	1.4%	Movie Theaters, Newspapers, Sporting & Hobby Retailing, Video Rental, Electronic & Photographic Retailing, Musical Instruments Retailing, Book & Periodical Retailing, Electronic Media
Local Household Goods and Services	776	1.4%	Landscape and Horticultural Services, Hardware Stores, Furniture & Home Furnishings Stores, Gardening Products & Supplies Stores, Electronics Repair, Hardware Wholesaling, Appliance Stores
Local Logistical Services	665	1.2%	Local Transportation Services, Local Passenger Transportation, Warehousing Services, Passenger Car Rental, Truck Leasing
Local Utilities	549	1.0%	Electric Power Distribution, Communications Services, Sanitary Services, Heating Oil & Other Fuel Dealers, Natural Gas Distribution
Local Industrial Products and Services	109	0.2%	Industrial Products & Services Wholesaling, Industrial Machinery & Distribution, Industrial Repair Services, Miscellaneous Equipment Rental & Leasing

Source: U.S. Cluster Mapping (http://clustermapping.us), Institute for Strategy and Competitiveness, Harvard Business School. Copyright © 2014 President and Fellows of Harvard College. All rights reserved. Research funded in part by the U.S. Department of Commerce, Economic Development Administration.

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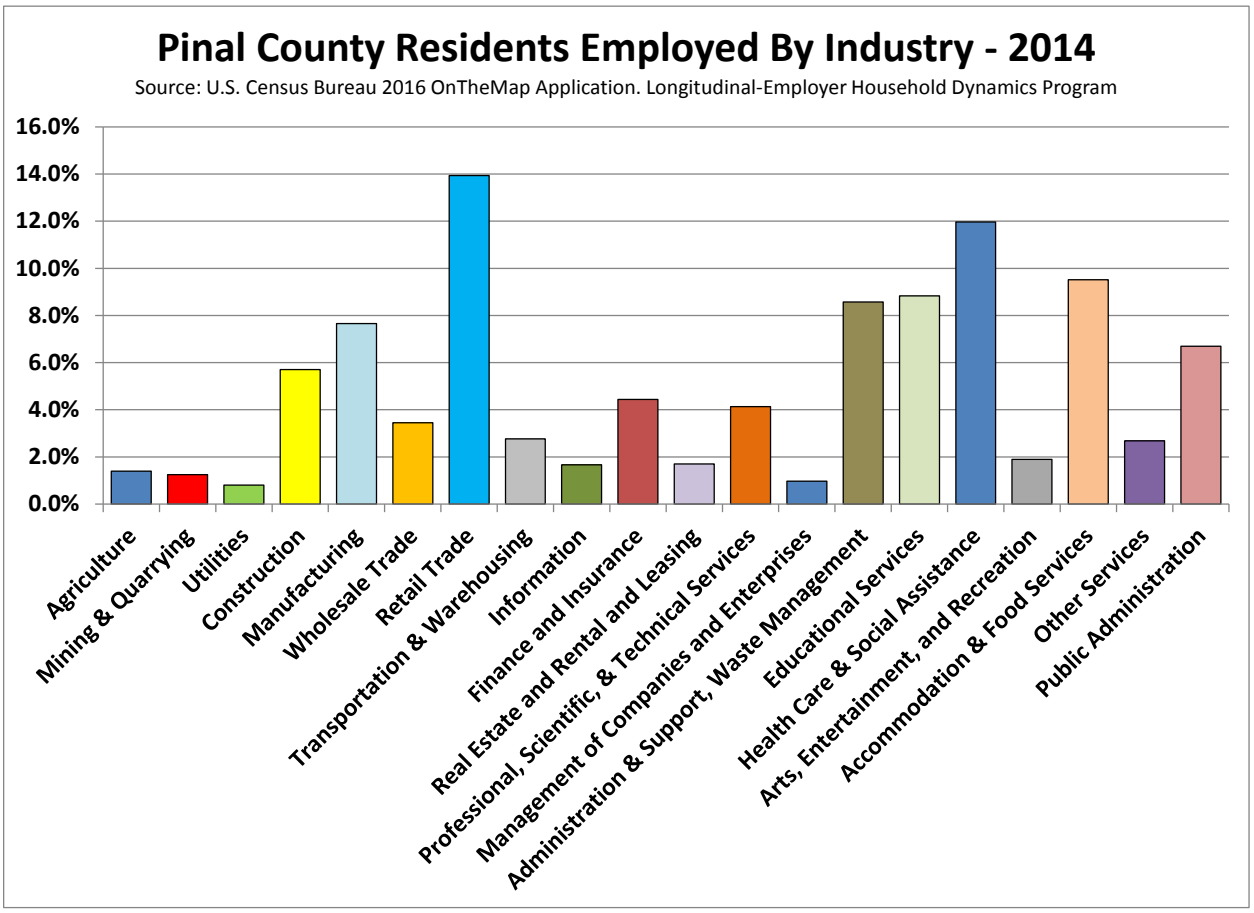
Pinal County Industry Clusters Identified by the U.S. Cluster Mapping Project - 2013

	Employees	% of Total Employment	Sub-Clusters	Industries
Traded Clusters				
Agriculture	280	0.5%	Farm Management & Land Services, Fertilizers, Agricultural Services	Farm Labor Contractors & Crew Leaders, Farm Management Services, Nitrogenous Fertlizer Manufacturing, Fertilizer (Mixing Only) Manufacturing, Cotton Ginning, Crop Harvesting, Postharvest Crop Activities, Soil Preparation, Planting & Cultivating, Support Activities for Animal Production
Business Services	6,260	11.1%	Business Support Services, Computer Services, Engineering, Corporate Headquarters, Architectural & Drafting Services, Ground Passenger Transportation, Employment Placement Services, Consulting	Facilities Support, Engineering, Translation & Interpretation , Legal , Drafting, Landscape Architectural Services, Architects, Convention & Trade Show Organizers, Telephone Answering, Telemarketing Bureaus, Payroll, Professional Employer Organizations, Lessors of Nonfinancial Intangible Assets, Data Processing, Computer Facilities Management, Data Processing, Hosting, and Related, Other Computer Related Services, Computer Systems Design, Custom Computer Programming, Offices of Other Holding Companies, Corporate & Regional Managing Offices, Taxi & Limousine Service, Executive Search, Employment Placement Agencies, Managment Consulting, Distribution & Logistics Consulting, Human Resources Consulting, Other Scientific & Technical Consulting, Administrative Consulting
Construction	685	1.2%	Construction, Construction Components, Water, Sewage, & Other Systems, Construction Materials, Construction Products	Power/Communications Transmission Line, Manufacturing & Industrial Buildings, Oil & Gas Pipeline, Other Heavy Construction, Civil Engineering Construction, Cement Manufacturing, Mineral Wood Manufacturing, Miscellaneous Nonmetallic Mineral Product Manufacturing, Concrete Block & Brick Manufacturing, Cut Stone & Stone Product Manufacturing, Water Supply & Irrigation Systems, Asphalt Shingle & Coationg Material Manufacturing, Asphalt Paving Mixture & Block Manufacturing, Plumbing Fixture Fitting & Trim Manufacturing, Metal Tank Manufacturing
Downstream Chemicals	130	0.2%	Dyes, Pigments, Coatings, Processed Chemical Products, Personal Care & Cleaning	Paint & Coating Manufacturing, Photographic Film, Paper, Plate, & Chemical Manufacturing, Adhesive Manufacturing, Custom Compunding of Purchased Resins, Miscellaneous Chemical Product & Prpearation Manufacturing, Polish & Other Sanitation Good Manufacturing
Environmental Services	70	0.1%	Waste Processing, Other Waste Management Services, Waste	Hazardous Waste Treatment & Disposal, Materials Recovery Facilities, Miscellanous Waste Management Services, Hazardous Waste Collection. Other Waster Collection
Metal Mining	939	1.7%	Metal Mining	Copper Ore & Nickel Ore Mining, Gold Ore Mining, All Other Metal Ore Mining, Support Activities for Metal Mining
Nonmetal Mining	284	0.5%	Nonmetal Mining	All Other Nonmetallic Mineral Mining, Nonmetallic Minerals Support Activity (exc Fuels), Dimension Stone Mining and Quarrying, Crushed and Broken Granite Mining and Quarrying, Other Crushed and Broken Stone Mining and Quarrying, Crushed and Broken Limestone Mining and Quarrying, Construction Sand and Gravel Mining
Performing Arts	458	0.8%	Performing Artists, Promoters & Managers	Musical Groups and Artists, Theater Companies and Dinner Theaters, Independent Artists, Writers, and Performers, Agents and Managers for Artists, Athletes, Entertainers, and Other Public Figures, Promoters of Performing Arts, Sports, and Similar Events with Facilities, Promoters of Performing Arts, Sports, and Similar Events without Facilities
Upstream Metals	940	1.7%	Metal Products, Metal Processing, Wires & Springs, Iron & Steel Mills & Forging	Iron and Steel Pipe and Tube Manufacturing from Purchased Steel, Other Fabricated Wire Product Manufacturing, Primary Smelting and Refining of Copper, Nonferrous Metal (except Aluminum) Smelting and Refining, Secondary Smelting, Refining, and Alloying of Copper, Copper Rolling, Drawing, Extruding, and Alloying , Copper Wire (except Mechanical) Drawing , Copper Rolling, Drawing, and Extruding , Nonferrous Metal (except Copper and Aluminum) Rolling, Drawing, and Extruding, Iron and Steel Mills
Vulcanized & Fired Materials	760	1.3%	Glass Products, Rubber Products, Clay Products & Refractories	Flat Glass Manufacturing, Glass Product Manufacturing Made of Purchased Glass, Tire Retreading, All Other Rubber Product Manufacturing, Vitreous China, Fine Earthenware, and Other Pottery Product Manufacturing

Source: U.S. Cluster Mapping (http://clustermapping.us), Institute for Strategy and Competitiveness, Harvard Business School. Copyright © 2014 President and Fellows of Harvard College. All rights reserved. Research funded in part by the U.S. Department of Commerce, Economic Development Administration.

Workforce Characteristics

While there are just over 59,000 jobs within the County, over 135,000 Pinal County residents are employed in a variety of industries regionally. The following chart shows the distribution of Pinal County residents who are employed by type of industry. Retail trade ranks highest, followed by health care & social assistance, accommodation & food services, and education.

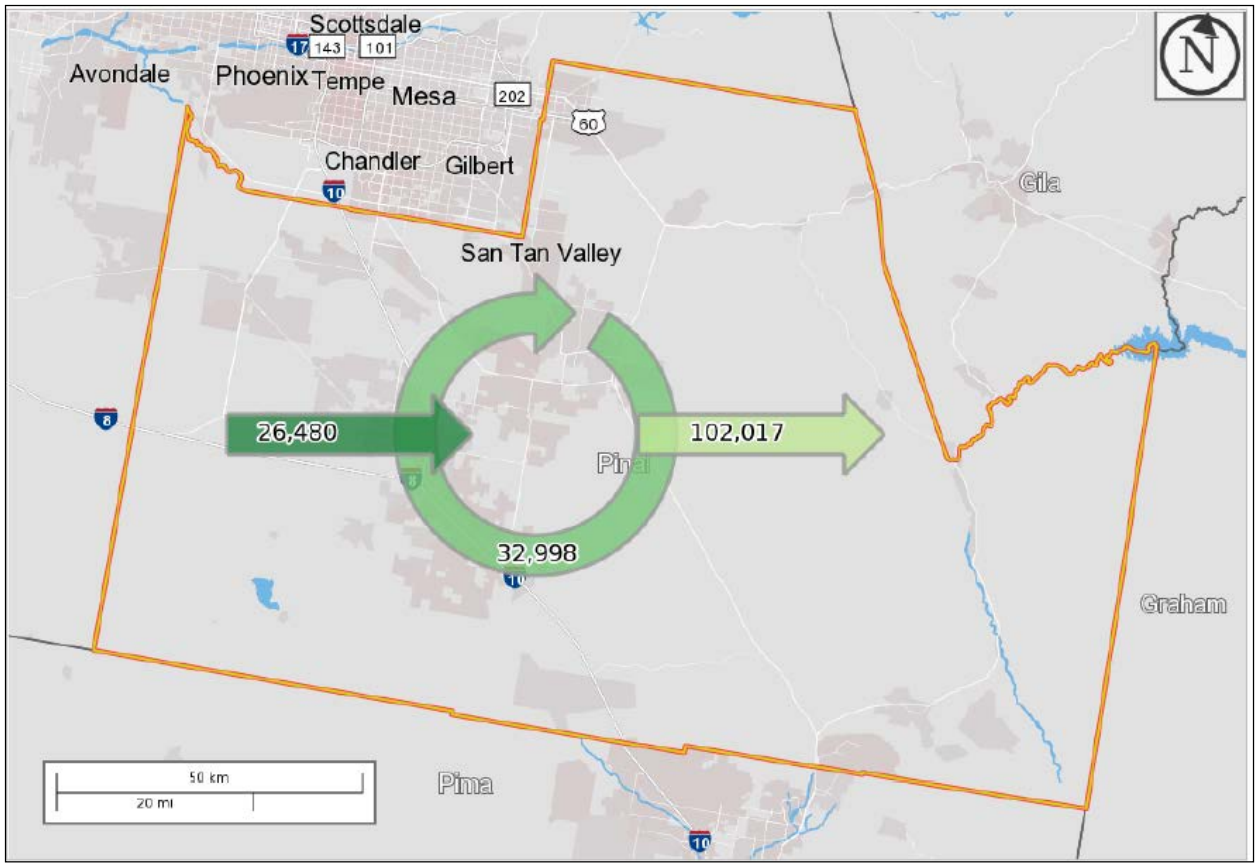


In terms of diversifying the economy, Pinal County has a large workforce trained in many industries. The following table illustrates the potential opportunity by industry by comparing the current workforce to current jobs in the County. Only Agriculture and Mining show more jobs than there are Pinal County residents employed in those jobs. These industries are importing workers from outside the County. For almost every industry, there are significantly more Pinal County residents employed in industries than there are jobs available in those industries in the County. This illustrates a significant opportunity to leverage the existing workforce to new companies considering the County.

Pinal County Employment Versus Resident Employment 2014			
Industry	**Pinal County Jobs**	**Pinal County Residents Employed**	**Net (Import) Export**
Agriculture	2,368	1,885	(483)
Mining & Quarrying	1,716	1,685	(31)
Utilities	479	1,082	603
Construction	2,139	7,698	5,559
Manufacturing	4,318	10,337	6,019
Wholesale Trade	1,212	4,650	3,438
Retail Trade	7,192	18,823	11,631
Transportation & Warehousing	818	3,726	2,908
Information	701	2,240	1,539
Finance and Insurance	939	5,988	5,049
Real Estate and Rental and Leasing	570	2,297	1,727
Professional, Scientific, & Technical Services	1,323	5,579	4,256
Management of Companies and Enterprises	87	1,308	1,221
Administration & Support, Waste Management	5,039	11,580	6,541
Educational Services	8,543	11,919	3,376
Health Care & Social Assistance	6,435	16,159	9,724
Arts, Entertainment, and Recreation	1,120	2,558	1,438
Accommodation & Food Services	5,915	12,848	6,933
Other Services	1,682	3,614	1,932
Public Administration	6,882	9,039	2,157
Source: U.S. Census Bureau 2016 OnTheMap Application. Longitudinal-Employer Household Dynamics Program			

The reality of the inflow and outflow of workers is actually even greater than the conceptual table shown above. While there are residents likely qualified to fill jobs in many industries within the County, more workers travel in from outside of the County to fill those positions, meaning even more qualified workers are leaked out to neighboring counties.

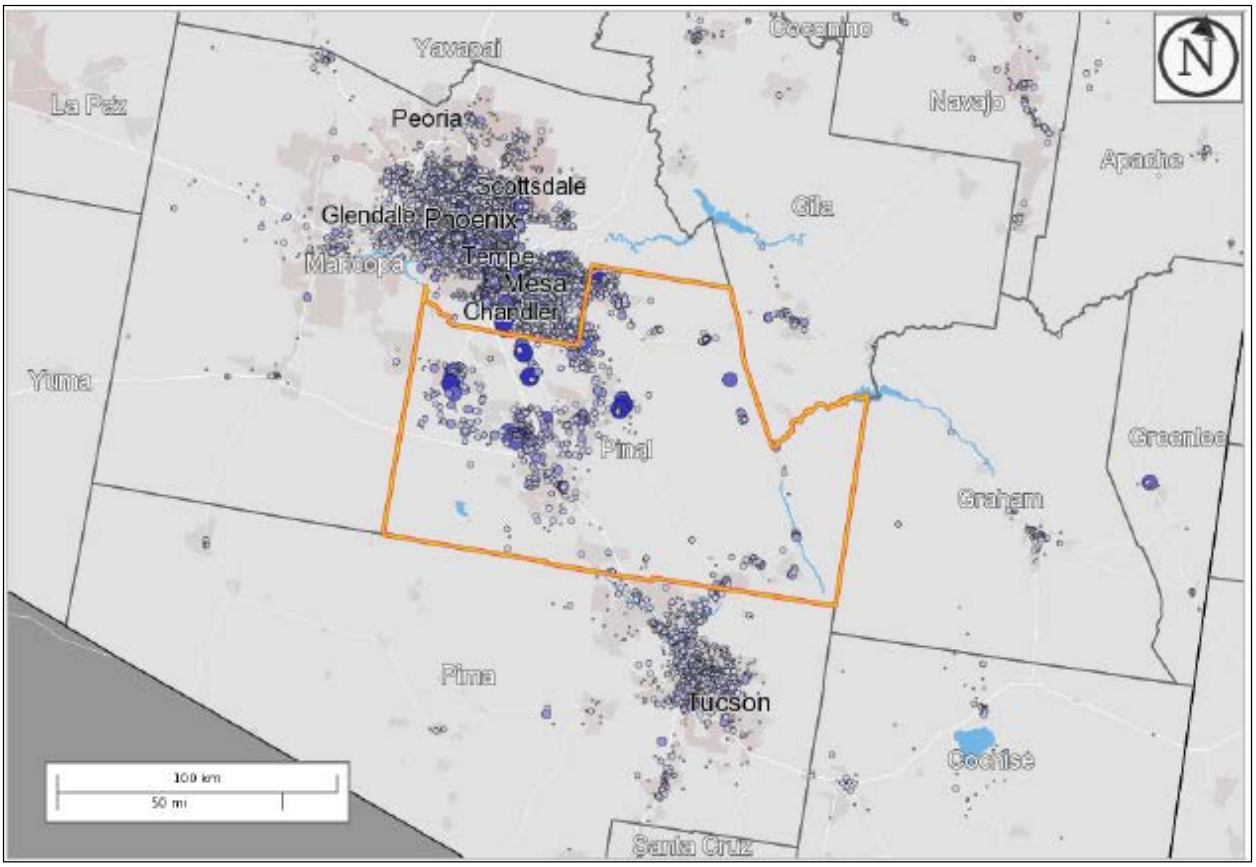
The U.S. Census reports an estimated 59,478 jobs within Pinal County. Of that total, Pinal County residents fill an estimated 32,998 jobs while residents of neighboring counties commuting into Pinal fill the remaining 26,480 jobs. The remaining 102,017 residents of Pinal County who are employed commute outside of the County for work.



Pinal County Residents also travel a considerable distance to work. Over half of the workforce travels 25 miles or more each way for work, with 17.8% traveling more than 50 miles each way.

Distance/Direction Report - 2014 Home Census Block to Work Census Block		
	Count	**Share**
Total All Jobs	135,015	100.0%
Less than 10 miles	22,061	16.3%
10 to 24 miles	37,202	27.6%
25 to 50 miles	51,721	38.3%
Greater than 50 miles	24,031	17.8%
Source: U.S. Census Bureau. 2016. OnTheMap Application. Longitudinal-Employer Household Dynamics Program		

The following map and graphic show the locations of jobs filled by Pinal County residents. Nearly 63% of the workforce travels into Maricopa County for work. Pinal County comes in second with 24.4% of the workforce, followed by Pima County with 7.3 % of the workforce.


Yavapai
Coconino
La Paz
Navajo
Peoria
Apache
Scottsdale
Glendale
Phoenix
Gila
Maricopa
Tempe
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Yuma
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Santa Cruz
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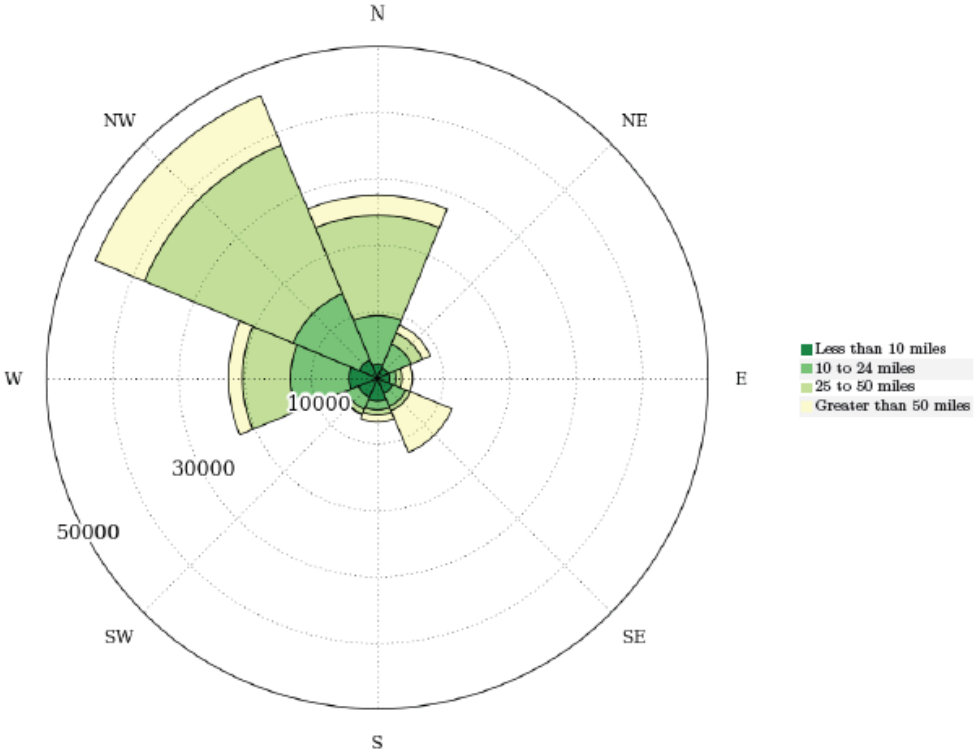
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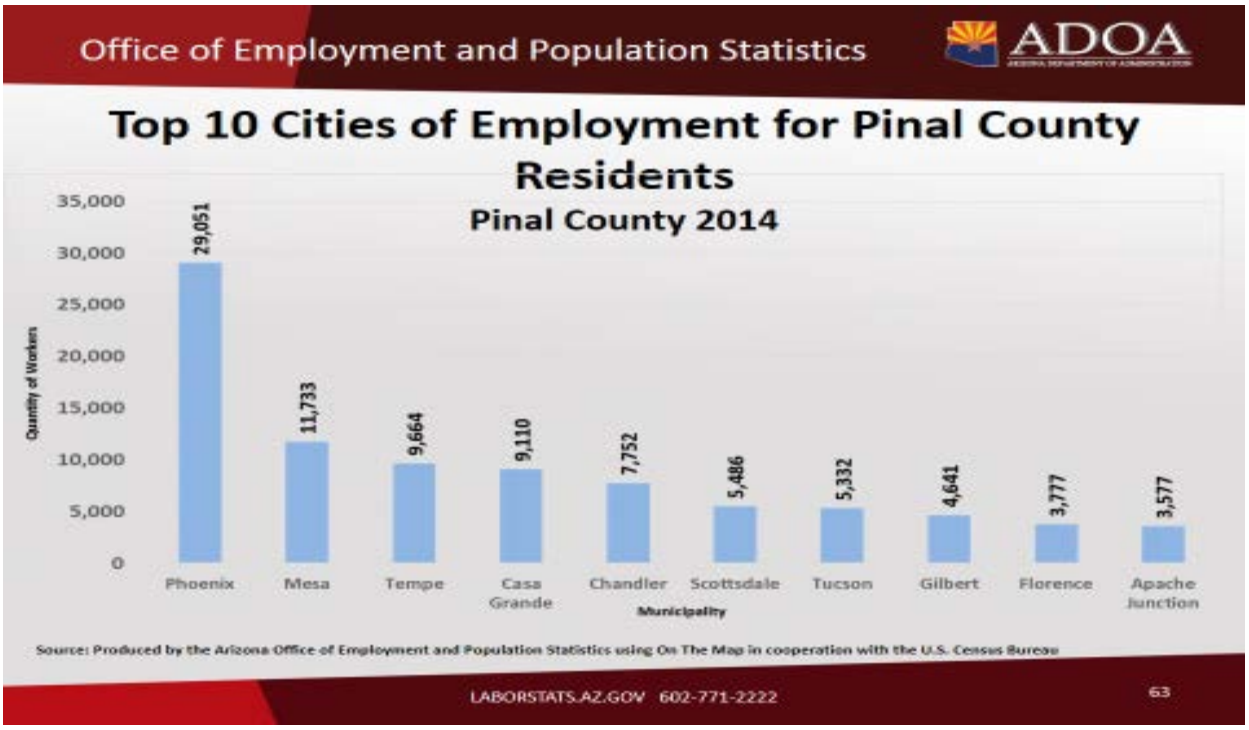
Less than 10 miles
10 to 24 miles
25 to 50 miles
Greater than 50 miles



The educational attainment of residents age 25 years or older is displayed below and has been compared to Arizona and the U.S. average. In comparison to the broader economy, Pinal County has a higher percentage of the workforce population with a high school diploma or less. The County also shows a higher percentage of the workforce that has attended some college but has not earned a degree whereas the broader state and U.S. figures show much higher percentages of bachelor's degrees and graduate degrees.

Educational Attainment
Resident Population 25+ Years Old
Pinal County

	Pinal County		Arizona		U.S.	
Population 25 years and over	**258,629**		**4,284,776**		**209,056,129**	
Educational Attainment	**Number**	**Percent of Total**	**Number**	**Percent of Total**	**Number**	**Percent of Total**
Less than 9th grade	14,742	5.7%	269,941	6.3%	12,125,255	5.8%
9th to 12th grade, no diploma	24,052	9.3%	334,213	7.8%	16,306,378	7.8%
High school graduate (includes equivalency)	77,330	29.9%	1,049,770	24.5%	58,535,716	28.0%
Some college, no degree	71,899	27.8%	1,109,757	25.9%	44,319,899	21.2%
Associate's degree	24,052	9.3%	359,921	8.4%	16,515,434	7.9%
Bachelor's degree	30,518	11.8%	732,697	17.1%	38,257,272	18.3%
Graduate or professional degree	15,776	6.1%	428,478	10.0%	22,996,174	11.0%

Source: U.S. Census Bureau American Community Survey 2010-2014

Educational attainment has far-reaching implications for an individual's circumstances through their working career. As the following table illustrates, there is a reasonable expectation of higher earnings when higher educational attainment is achieved. In Pinal County, a bachelor's degree recipient makes more than double the earnings of a high school graduate.

MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2014 INFLATION-ADJUSTED DOLLARS)

	Pinal County	Arizona	U.S.
Population 25 years and over with earnings	$34,181	$34,330	$36,034
Less than high school graduate	$20,866	$19,087	$19,954
High school graduate (includes equivalency)	$29,765	$26,753	$27,868
Some college or associate's degree	$36,148	$33,872	$33,988
Bachelor's degree	$43,111	$48,210	$50,515
Graduate or professional degree	$50,607	$60,882	$66,944

Source: U.S. Census Bureau American Community Survey 2010-2014

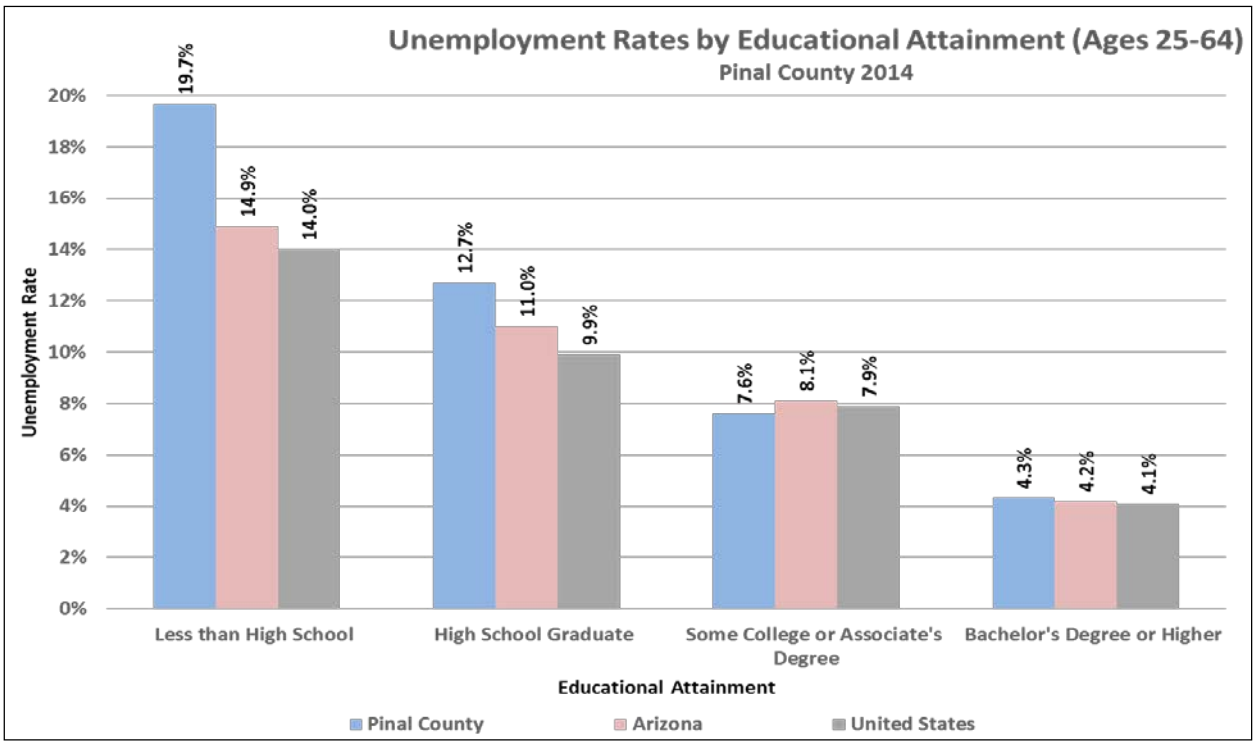
Earnings is directly correlated with poverty. Over 30% of individuals with less than a high school diploma in Pinal County are considered in poverty. That figure is cut in half with by graduating high school. Only 4.2% of individuals with a bachelor's degree or higher are in poverty.

POVERTY RATE FOR THE POPULATION 25+ YEARS BY EDUCATIONAL ATTAINMENT LEVEL

	Pinal County	Arizona	U.S.
Less than high school graduate	30.70%	31.80%	27.60%
High school graduate (includes equivalency)	15.10%	16.70%	14.20%
Some college or associate's degree	9.80%	11.30%	10.50%
Bachelor's degree or higher	4.20%	5.30%	4.50%

Source: U.S. Census Bureau American Community Survey 2010-2014

Job security is another issue. Unemployment rates are much higher for individuals with less education. In Pinal County, the unemployment rate was 19.7% for individuals in the workforce with less than a high school diploma versus 4.3% for those with a bachelor's degree or higher.



Pinal County appears to have an issue in graduating its students from high school and getting them into post-secondary training. For the population 18-24 years old, nearly 29% are less than a high school graduate versus 18.2% for the state and 15.0% across the U.S. Nearly 33% have attended some college or earned an associate's degree. However, across the state it is 44.3% and 45.8% across the U.S. Finally, only 2% of the population age 18-24 has earned a bachelor's degree or higher versus 6.7% in the state and 9.6% in the U.S.

Educational Attainment
Resident Population 18-24 Years Old
Pinal County

	Pinal County		Arizona		U.S.	
Population 18 to 24 years	**31,823**		**656,248**		**31,273,297**	
Educational Attainment	**Number**	**Percent of Total**	**Number**	**Percent of Total**	**Number**	**Percent of Total**
Less than high school graduate	9,133	28.70%	119,437	18.20%	4,690,995	15.00%
High school graduate (includes equivalency)	11,615	36.50%	202,124	30.80%	9,225,623	29.50%
Some college or associate's degree	10,438	32.80%	290,718	44.30%	14,323,170	45.80%
Bachelor's degree or higher	636	2.00%	43,969	6.70%	3,002,237	9.60%

Source: U.S. Census Bureau American Community Survey 2010-2014

Pinal County has one of the lowest graduation rates across the state, only beating out three other counties (Apache, La Paz, and Pima). The American Indian population has extremely low graduation rates in the County.

High School Graduation Rates
2014 Cohort

	Pinal County	State of Arizona	Apache County	Cochise County	Coconino County	Gila County	Graham County	Greenlee County	La Paz County	Maricopa County	Mohave County	Navajo County	Pima County	Santa Cruz County	Yavapai County	Yuma County
All	**71.0%**	**75.8%**	**67.1%**	**80.3%**	**76.2%**	**74.7%**	**78.0%**	**85.7%**	**69.8%**	**77.0%**	**74.6%**	**78.5%**	**70.9%**	**84.8%**	**79.2%**	**77.4%**
Subgroup																
Male	65.3%	71.8%	62.3%	75.8%	71.8%	72.3%	74.2%	82.3%	67.4%	73.3%	70.1%	74.9%	66.2%	82.2%	74.1%	74.0%
Female	76.7%	79.8%	71.8%	85.1%	81.2%	77.2%	82.0%	90.2%	72.2%	80.7%	79.1%	82.9%	75.8%	87.2%	84.5%	81.1%
American Indian or Alaska Native	31.5%	63.0%	64.7%		67.7%	63.9%	64.3%		55.0%	61.0%	68.4%	73.1%	60.1%		61.1%	48.6%
Asian	85.1%	85.2%		90.0%	100%					85.9%	87.0%		80.1%		83.3%	87.5%
Black/African American	73.7%	71.0%		80.5%	54.5%					71.7%	80.0%		63.8%		63.2%	77.8%
Hispanic or Latino	72.5%	70.4%	70.6%	77.7%	71.4%	76.9%	69.5%	84.5%	77.5%	70.5%	66.8%	76.5%	65.9%	84.4%	76.3%	75.5%
Multiple Races	67.8%	73.8%	69.2%	77.4%	84.6%					75.4%	72.0%	73.9%	69.8%		70.0%	
White	74.5%	82.4%	78.7%	83.5%	85.9%	79.3%	85.7%	85.7%	70.8%	83.7%	77.1%	86.4%	78.6%	92.9%	81.3%	88.5%
Bottom25	74.6%	81.6%	73.2%	81.9%	81.0%	90.6%	90.2%	96.6%	78.4%	83.9%	72.6%	83.5%	82.5%	89.6%	86.7%	75.1%
Limited English Proficient	3.6%	19.2%	36.7%	31.0%	22.7%					17.3%		43.5%	18.0%	21.4%	46.2%	20.3%
Economically Disadvantaged	70.2%	70.7%	73.1%	75.0%	69.0%	73.6%	75.2%	79.5%	80.2%	71.9%	71.7%	72.6%	64.7%	83.3%	75.8%	71.9%
Students With Disabilities	56.9%	63.2%	63.0%	65.4%	53.3%	68.8%	73.3%	57.1%	78.6%	64.8%	58.8%	74.1%	58.3%	72.5%	72.2%	67.6%

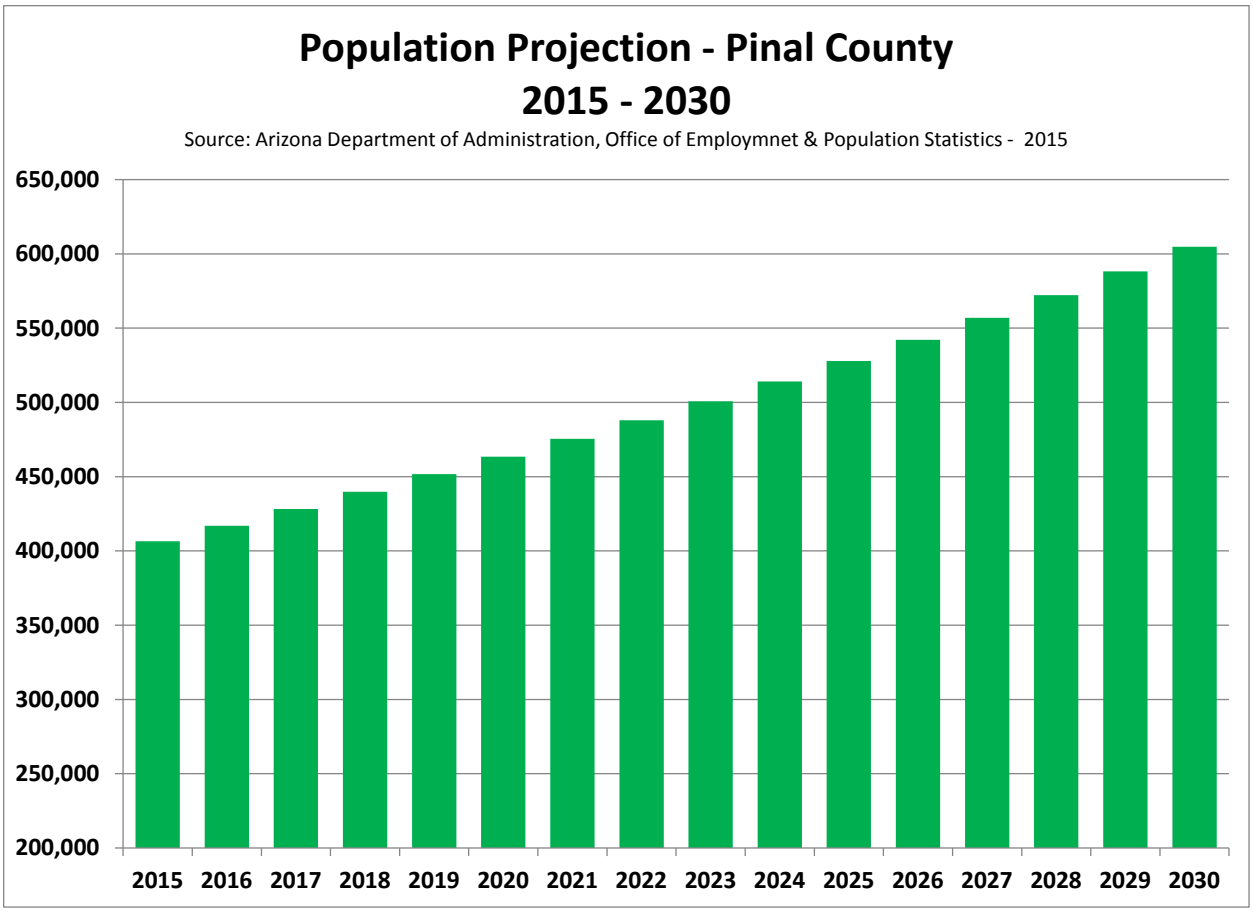
Source: Arizona Department of Education

Future Conditions

This section presents a summary of short and long-term outlooks for various industries that show strong potential for growth in Pinal County.

Forecasts

The population of the Pinal County has maintained positive growth rates through the recession. Going forward, the region is forecasted to experience growth rates in the range of 2.6% to 2.9%. By 2030, the region will be home to over 600,000 people, a 50% increase over the 2015 population.



Consistent and strong population growth, such as that expected to occur in Pinal County year after year, will create an ever-growing demand for local serving industries. Occupations that serve local residents will be a reliable source to consider for those seeking employment and careers. These occupations can safely be forecasted to continue to grow and will mirror population growth.

Targeted Industries

In 2007, Pinal County commissioned a study to help determine the region's relative strengths and attributes to help direct economic development efforts. This report was completed by the Morrison Institute and included an Asset Inventory sheet.

Stakeholder meetings among County officials and County departments at all levels beginning in early 2010 were held to discuss just what the County should be doing as far as attraction of jobs. Among those meetings, the following items were discussed:

- July 2007 Morrison Institute report
- 2007 , 2008, 2009 and 2010 Pinal County Strategic Plans
- Pinal County transportation system – current and planned
- Current workforce education levels

- Workforce leakage
- Retail leakage
- Pinal County Comprehensive Land Plan (adopted in 2009)
- State incentive programs
- 2010 Central Arizona Regional Economic Development (Access Arizona) Business Survey

That gave rise to the decision by the County in late 2010/early 2011 to create the Top Targeted Job Sectors that the County. The industry sectors include the following:

- Transportation/Logistics
- Manufacturing
- Health Services
- Aerospace & Defense
- Natural & Renewable Resources

It is notable that the majority of these targeted sectors are considered base industries. Base industries are those that export their products out of a region, and result in the importation of money into a region.

The issue of importing dollars into the State is a crucial economic development concept. Once a dollar makes its way into the region, it flows from person to person as demanded products and services are supplied. Eventually some money leaves the local economy when companies outside of the State provide products (and some services). This is natural leakage and cannot be avoided. In order to compensate for these outgoing dollars an economy must be internally productive, export products beyond its borders, and attract dollars from other areas. The region's base industries serve this purpose. Examples of base industries include the manufacturing sector (including aerospace and defense), export-related business services, tourism, retirement, and federal government employment.

Base industry companies also tend to be more capital intensive, and/or utilize skilled labor (not in every case, i.e. tourism, federal government). As local capital investment improves, and as more highly skilled workers are employed, productivity increases. This also leads to higher incomes and a higher standard of living for employees in these industries.

The State's local serving industries provide goods and services to the local population. Activities include most retail operations, construction, and local service banks, to name a few. The existence of base industries creates demand for these local serving industries. Without base industries, there is no means of supporting local serving employees. The ghost towns of the Old West further illustrate the importance of base industries. Once the local mine ran out, the railhead moved, or a drought caused agriculture to no longer be viable, many communities ceased to exist.

These targeted sectors were chosen to diversify the County's economy away from being too dependent on current industries such as mining or agriculture. Additional, well-paying jobs would also allow many Pinal County residents, the significant portion of the labor force that currently commutes into neighboring counties for work, an opportunity to work closer to home.

The targeted sectors are not narrowly defined which allows for a multitude of business types to be considered and recruited. It also presents somewhat of a challenge to workforce development considering the numerous and varied occupations within industries in these target sectors. The following sections briefly discuss possible industries and occupations that could be considered for each sector. Information was gathered from both Pinal County and the United States as a whole. Due to the fact that these are industries that may not currently have a strong presence in Pinal County yet, national data helps to consider all potential opportunities.

Transportation & Logistics

Based on the current and future transportation network in the region, Transportation industries could include most forms within Pinal County, be it air transportation (air & express delivery), rail transportation (freight rail), or ground transportation (trucking).

Logistics includes many service-based industries as well as physical assets such as warehouse facilities. Logistics services could include the following:

- Fleet Management
- Warehousing
- Materials Handling
- Order Fulfillment
- Logistics Network Design
- Inventory Management
- Third Party Logistics Management
- Supply and Demand Planning

The following table displays the top 25 occupations within the transportation and logistics industry across the U.S. These occupations are ranked by their percentage of jobs that comprise the industry. For example, truck drivers make up 20.2% of total jobs in the transportation industry nationally. The top 25 occupations in this industry cumulatively represent 76.5% of all jobs in the industry.

The total change and percent change of the top occupations in the transportation and logistics industry from 2010 to 2015 have also been displayed. In addition, median hourly earnings for each occupation are listed. Earnings among top occupations range from a low of $10.19 (packers and packagers) up to $58.69 (airline pilots, copilots, and flight engineers).

Top 25 Occupations - U.S. Total
Transportation & Logistics

SOC	Description	Employed in Industry (2010)	Employed in Industry (2015)	Change (2010 - 2015)	% Change (2010 - 2015)	% of Total Jobs in Industry	Median Hourly Earnings
53-3032	Heavy and Tractor-Trailer Truck Drivers	833,773	972,006	138,233	17%	20.2%	$19.15
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	534,241	627,164	92,923	17%	13.3%	$11.96
53-3033	Light Truck or Delivery Services Drivers	221,885	260,401	38,516	17%	5.5%	$14.38
53-3022	Bus Drivers, School or Special Client	172,722	188,139	15,417	9%	3.8%	$14.03
53-7051	Industrial Truck and Tractor Operators	119,797	145,811	26,014	22%	3.2%	$15.36
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	99,751	102,325	2,574	3%	2.1%	$16.43
53-2031	Flight Attendants	96,406	100,113	3,707	4%	2.1%	$20.31
43-5032	Dispatchers, Except Police, Fire, and Ambulance	77,542	89,926	12,384	16%	1.9%	$17.80
53-3041	Taxi Drivers and Chauffeurs	71,534	85,254	13,720	19%	1.8%	$11.60
43-9061	Office Clerks, General	70,923	80,898	9,975	14%	1.7%	$13.99
43-4051	Customer Service Representatives	66,586	77,351	10,765	16%	1.6%	$15.27
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	68,738	78,114	9,376	14%	1.6%	$21.27
53-1031	First-Line Supervisors of Vehicle Operators	66,659	76,895	10,236	15%	1.6%	$26.58
43-5081	Stock Clerks and Order Fillers	59,693	72,980	13,287	22%	1.6%	$11.09
43-5011	Cargo and Freight Agents	65,031	74,509	9,478	15%	1.6%	$19.83
49-3011	Aircraft Mechanics and Service Technicians	65,937	71,369	5,432	8%	1.5%	$28.11
53-2011	Airline Pilots, Copilots, and Flight Engineers	69,885	72,190	2,305	3%	1.5%	$58.69
53-7064	Packers and Packagers, Hand	53,312	66,759	13,447	25%	1.5%	$10.19
53-3021	Bus Drivers, Transit and Intercity	66,176	71,154	4,978	8%	1.4%	$19.44
11-1021	General and Operations Managers	58,632	68,320	9,688	17%	1.4%	$47.99
43-5071	Shipping, Receiving, and Traffic Clerks	55,159	65,913	10,754	19%	1.4%	$14.55
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers	50,087	58,525	8,438	17%	1.2%	$22.56
43-1011	First-Line Supervisors of Office & Administrative Support Workers	44,298	50,878	6,580	15%	1.1%	$24.57
41-3099	Sales Representatives, Services, All Other	38,990	45,130	6,140	16%	0.9%	$25.18
11-3071	Transportation, Storage, and Distribution Managers	36,040	41,549	5,509	15%	0.9%	$41.08

Source: EMSI; U.S. BLS

As the previous table illustrated, there are a wide range of potential occupations within the transportation and logistics industry. In total, 374 different occupations were identified within this single industry. The following tables display various education and skills requirements for occupations within the industry. The tables are sorted first by educational requirement. In addition to education, both work experience and training requirements have been detailed.

A significant number of occupations within the transportation and logistics industry do not require a college education. Nearly 25% of jobs in the industry do not require any formal educational requirement. These positions also do not require any previous work experience, though on-the-job training would be needed.

The tables also illustrate that more technical positions are reserved for individuals with higher educational achievement. Those jobs requiring a high school diploma have a higher rate of previous work experience and longer-term training on the job. The jobs requiring college education have lower rates of on-the-job training, which suggests the educational training received is the skill sought by the employer, such as finance, engineering, sciences, etc.

Education & Skills Requirements
Transportation & Logistics

Education Requirements	% of Total Occupations	Work Experience Requirement		
		None	Less Than 5 Years	5 Years or More
No formal educational credential	24.5%	24.5%		
High school diploma or equivalent	44.6%	35.6%	8.1%	1.0%
Postsecondary nondegree award	22.8%	22.2%	0.6%	
Some college, no degree	0.9%	0.9%		
Associate's degree	0.4%	0.4%		
Bachelor's degree	6.6%	2.3%	2.4%	1.9%
Doctoral or professional degree	0.0%			
Master's degree	0.0%			
Grand Total	**100.0%**	**86.0%**	**11.1%**	**2.9%**

Source: EMSI; Elliott D. Pollack & Company

Education & Skills Requirements
Transportation & Logistics

Education Requirements	% of Total Occupations	Training Requirement					
		None	Short-term on-the-job training	Moderate-term on-the-job training	Long-term on-the-job training	Apprenticeship	Internship/ Residency
No formal educational credential	24.5%		24.1%	0.4%			
High school diploma or equivalent	44.6%	6.0%	22.2%	12.7%	3.5%	0.2%	
Postsecondary nondegree award	22.8%	2.2%	20.5%		0.2%		
Some college, no degree	0.9%	0.1%		0.8%			
Associate's degree	0.4%	0.4%					
Bachelor's degree	6.6%	4.8%		1.7%	0.2%		
Master's degree	0.0%						
Doctoral or professional degree	0.0%						
Grand Total	**100.0%**	**13.5%**	**66.8%**	**15.7%**	**3.9%**	**0.2%**	**0.0%**

Source: EMSI; Elliott D. Pollack & Company

Manufacturing

Manufacturing covers a wide range of potential businesses and make up a significant portion of all industry classifications. Manufacturing can include food & beverage, textiles, wood products, printing, petroleum, chemicals, plastics, metals, machinery, electronics, transportation equipment, and many others.

As illustrated previously, Pinal County already has an established manufacturing base, including nonmetallic mineral products, chemicals, food products, primary metals, wood products, plastics & rubber, and others. In addition, there are many Pinal County residents currently employed in the manufacturing industry commuting out of the county for work.

The following table displays the top 25 occupations within the manufacturing industry across the U.S. The top 25 occupations in this industry cumulatively represent 47.4% of all jobs in the industry. A total of 505 separate occupations can be found within the manufacturing industry.

The total change and percent change of the top occupations in the manufacturing industry from 2010 to 2015 have also been displayed. In addition, median hourly earnings for each occupation are listed. Earnings among top occupations range from a low of $10.19 (packers & packagers) up to $47.99 (general & operations managers).

Top 25 Occupations - U.S. Total Manufacturing

SOC	Description	Employed in Industry (2010)	Employed in Industry (2015)	Change (2010 - 2015)	% Change (2010 - 2015)	% of Total Jobs in Industry	Median Hourly Earnings
51-2092	Team Assemblers	750,171	862,427	112,256	15%	7.1%	$13.95
51-1011	First-Line Supervisors of Production and Operating Workers	405,883	437,233	31,350	8%	3.6%	$26.99
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	304,607	328,422	23,815	8%	2.7%	$17.27
51-4041	Machinists	271,719	323,072	51,353	19%	2.6%	$19.38
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	263,625	283,293	19,668	7%	2.3%	$11.96
51-9111	Packaging and Filling Machine Operators and Tenders	244,701	258,257	13,556	6%	2.1%	$12.92
51-9198	Helpers--Production Workers	250,424	261,546	11,122	4%	2.1%	$11.59
51-4121	Welders, Cutters, Solderers, and Brazers	205,748	239,544	33,796	16%	1.9%	$18.37
41-4012	Sales Representatives, Wholesale and Manufacturing	203,743	218,222	14,479	7%	1.8%	$26.41
11-1021	General and Operations Managers	203,027	216,126	13,099	6%	1.8%	$47.99
49-9071	Maintenance and Repair Workers, General	185,834	200,090	14,256	8%	1.6%	$17.66
43-5071	Shipping, Receiving, and Traffic Clerks	180,183	188,785	8,602	5%	1.5%	$14.55
49-9041	Industrial Machinery Mechanics	156,986	182,531	25,545	16%	1.5%	$23.76
53-7064	Packers and Packagers, Hand	168,416	176,582	8,166	5%	1.4%	$10.19
17-2112	Industrial Engineers	160,010	174,807	14,797	9%	1.4%	$39.79
51-2022	Electrical and Electronic Equipment Assemblers	166,736	170,527	3,791	2%	1.4%	$14.62
53-7051	Industrial Truck and Tractor Operators	150,883	162,995	12,112	8%	1.3%	$15.36
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders	153,870	162,009	8,139	5%	1.3%	$14.98
43-9061	Office Clerks, General	143,534	150,766	7,232	5%	1.2%	$13.99
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	121,417	150,316	28,899	24%	1.2%	$17.84
43-4051	Customer Service Representatives	139,213	144,219	5,006	4%	1.2%	$15.27
11-3051	Industrial Production Managers	128,446	138,232	9,786	8%	1.1%	$45.01
17-2141	Mechanical Engineers	124,722	138,669	13,947	11%	1.1%	$40.36
53-3032	Heavy and Tractor-Trailer Truck Drivers	119,586	129,507	9,921	8%	1.1%	$19.15
51-5112	Printing Press Operators	129,059	121,552	(7,507)	(6%)	1.0%	$17.15

Source: EMSI; U.S. BLS

The following tables display various education and skills requirements for occupations within the manufacturing industry. The tables are sorted first by educational requirement. In addition to education, both work experience and training requirements have been detailed.

A significant number of occupations within the transportation and logistics industry require at least a high school diploma (62%). Less than 15% of jobs in the industry do not require any formal educational requirement, while 17.7% require a bachelor's degree. The tables also illustrate that this industry requires a significant amount of on-the-job training. Approximately 46.8% of occupations requiring a high school diploma also require moderate to long-term on-the-job training. Longer training requirements help build a qualified workforce and tend to pay higher wages.

Education & Skills Requirements Manufacturing

Education and Training Requirements	% of Total Occupations	Work Experience Requirement		
		None	Less Than 5 Years	5 Years or More
No formal educational credential	14.7%	14.7%		
High school diploma or equivalent	62.0%	56.4%	5.4%	0.2%
Postsecondary nondegree award	1.7%	1.7%		
Some college, no degree	1.1%	1.1%		
Associate's degree	2.5%	2.5%		
Bachelor's degree	17.7%	11.5%	1.2%	4.9%
Master's degree	0.0%			
Doctoral or professional degree	0.2%	0.2%		
Grand Total	**100.0%**	**88.2%**	**6.6%**	**5.1%**

Source: EMSI; Elliott D. Pollack & Company

Education & Skills Requirements Manufacturing

Education Requirements	% of Total Occupations	Training Requirement					
		None	Short-term on-the-job training	Moderate-term on-the-job training	Long-term on-the-job training	Apprenticeship	Internship/ Residency
No formal educational credential	14.7%		13.2%	0.9%	0.6%		
High school diploma or equivalent	62.0%	5.5%	8.4%	39.1%	7.7%	1.3%	
Postsecondary nondegree award	1.7%	0.4%	1.1%		0.3%		
Some college, no degree	1.1%	0.2%		0.9%			
Associate's degree	2.5%	2.0%		0.5%			
Bachelor's degree	17.7%	16.2%	0.1%	0.6%	0.8%		
Master's degree	0.0%						
Doctoral or professional degree	0.2%	0.2%					
Grand Total	**99.9%**	**24.5%**	**22.8%**	**42.0%**	**9.4%**	**1.3%**	**0.0%**

Source: EMSI; Elliott D. Pollack & Company

Health Services

The health services industry is another sector with a wide variety of sub-industries. In addition, this industry contains businesses that could serve Pinal County's rapidly growing local / regional population or be considered an export based company.

Health services could include the following: Ambulatory

- Hospitals
- Nursing & Residential Care Facilities
- Social Assistance
- Pharmaceuticals
- Biotech

The following table displays the top 25 occupations within the health services industry across the U.S. The top 25 occupations in this industry cumulatively represent 64.2% of all jobs in the industry. A total of 482 separate occupations can be found within the health care field.

The total change and percent change of the top occupations in health services from 2010 to 2015 have also been displayed. In addition, median hourly earnings for each occupation are listed. Earnings among top occupations range from a low of $10.10 (personal care aides) up to $89.64 (physicians & surgeons). Registered nurses comprise most of the industry (11.7%).

Top 25 Occupations - U.S. Total
Health Services

SOC	Description	Employed in Industry (2010)	Employed in Industry (2015)	Change (2010 - 2015)	% Change (2010 - 2015)	% of Total Jobs in Industry	Median Hourly Earnings
29-1141	Registered Nurses	1,993,639	2,151,389	157,750	8%	11.7%	$33.28
39-9021	Personal Care Aides	1,042,724	1,481,033	438,309	42%	8.2%	$10.10
31-1014	Nursing Assistants	1,203,718	1,275,242	71,524	6%	6.8%	$12.32
31-1011	Home Health Aides	679,340	856,687	177,347	26%	4.7%	$10.43
29-2061	Licensed Practical and Licensed Vocational Nurses	545,738	578,829	33,091	6%	3.1%	$20.82
31-9092	Medical Assistants	502,817	554,779	51,962	10%	3.0%	$14.69
43-6013	Medical Secretaries	436,480	478,241	41,761	10%	2.6%	$15.73
43-4171	Receptionists and Information Clerks	416,937	463,934	46,997	11%	2.5%	$13.00
39-9011	Childcare Workers	356,393	370,337	13,944	4%	2.0%	$10.13
43-9061	Office Clerks, General	323,823	361,329	37,506	12%	2.0%	$13.99
31-9091	Dental Assistants	278,586	304,731	26,145	9%	1.6%	$17.16
21-1093	Social and Human Service Assistants	216,420	264,942	48,522	22%	1.4%	$14.52
25-2011	Preschool Teachers, Except Special Education	257,773	264,215	6,442	2%	1.4%	$13.82
43-6014	Secretaries and Administrative Assistants	229,162	253,990	24,828	11%	1.4%	$16.22
29-1069	Physicians and Surgeons, All Other	231,808	249,063	17,255	7%	1.4%	$89.64
37-2012	Maids and Housekeeping Cleaners	227,454	245,189	17,735	8%	1.3%	$10.50
11-9111	Medical and Health Services Managers	219,002	237,663	18,661	9%	1.3%	$45.34
43-1011	First-Line Supervisors of Office and Administrative Support Workers	183,877	206,610	22,733	12%	1.1%	$24.57
43-3021	Billing and Posting Clerks	185,718	206,223	20,505	11%	1.1%	$16.64
29-2021	Dental Hygienists	179,510	194,726	15,216	8%	1.1%	$35.35
29-1123	Physical Therapists	160,082	183,352	23,270	15%	1.0%	$39.77
29-2034	Radiologic Technologists	162,201	168,624	6,423	4%	0.9%	$27.53
35-2012	Cooks, Institution and Cafeteria	145,652	159,161	13,509	9%	0.9%	$11.67
29-2041	Emergency Medical Technicians and Paramedics	138,783	151,789	13,006	9%	0.8%	$15.93
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	132,986	144,854	11,868	9%	0.8%	$11.37

Source: EMSI; U.S. BLS

The following tables display various education and skills requirements for occupations within the health services industry. A significant number of occupations require at least a high school diploma (62%). While there are many jobs in this sector that do not, less than 19% of total jobs in the industry do not require any formal educational requirement. Beyond a high school diploma, 18.2% of occupations require a postsecondary non-degree award, and 21.0% require a bachelor's degree. This sector also has a relatively high percentage of advanced degree earners, with 4.6% requiring a master's degree and 5.8% requiring a doctoral or professional degree. Both work experience and on-the-job training are relatively light as many of the occupations rely on the educational training earned by the employee.

Education & Skills Requirements
Health Services

Education Requirements	% of Total Occupations	Work Experience Requirement		
		None	Less Than 5 Years	5 Years or More
No formal educational credential	18.7%	18.7%		
High school diploma or equivalent	23.6%	21.1%	2.5%	
Postsecondary nondegree award	18.2%	18.0%	0.2%	
Some college, no degree	1.6%	1.6%		
Associate's degree	6.5%	6.4%	0.2%	
Bachelor's degree	21.0%	17.1%	2.2%	1.7%
Master's degree	4.6%	4.5%		0.1%
Doctoral or professional degree	5.8%	5.8%		
Grand Total	**100%**	**93%**	**5%**	**2%**

Source: EMSI; Elliott D. Pollack & Company

Education & Skills Requirements
Health Services

Education Requirements	% of Total Occupations	Training Requirement					
		None	Short-term on-the-job training	Moderate-term on-the-job training	Long-term on-the-job training	Apprenticeship	Internship/ Residency
No formal educational credential	18.7%		18.7%				
High school diploma or equivalent	23.6%	3.3%	13.9%	5.5%	0.8%		
Postsecondary nondegree award	18.2%	18.0%	0.2%				
Some college, no degree	1.6%	0.9%		0.7%			
Associate's degree	6.5%	6.5%		0.1%			
Bachelor's degree	21.0%	20.0%	0.1%	0.2%	0.1%		0.5%
Master's degree	4.6%	3.9%					0.7%
Doctoral or professional degree	5.8%	2.5%					3.3%
Grand Total	**100%**	**55.1%**	**32.8%**	**6.5%**	**0.9%**	**0.0%**	**4.6%**

Source: EMSI; Elliott D. Pollack & Company

Aerospace/Defense

Pinal County has existing assets available to the aerospace and defense industry, such as Pinal Airpark. The airpark is home to companies that store, maintain, and salvage commercial aircraft such as Marana Aerospace Solutions. In addition, there are training facilities for paratroopers and helicopter pilots.

Future companies within this sector could include the following:

- Large Civil Aircraft
- Rotorcraft
- Commercial Space
- General Aviation
- Engines
- Unmanned Aircraft Systems
- Arms Producing Companies
- Alternative Aviation Fuels
- Supply Chain

The following table displays the top 25 occupations within the aerospace and defense industry across the U.S. The top 25 occupations in this industry cumulatively represent 63.7% of all jobs in the industry. A total of 308 separate occupations can be found within the aerospace and defense sector.

The total change and percent change of the top occupations in aerospace and defense from 2010 to 2015 have also been displayed. In addition, median hourly earnings for each occupation are listed. Earnings among top occupations range from a low of $11.05 (baggage porters & bellhops) up to $58.69 (airline pilots, copilots, and flight engineers). There are a significant number of occupations within the industry that earn higher than average wages, such as software developers, mechanical engineers, aerospace engineers, an industrial engineers.

Top 25 Occupations - U.S. Total Aerospace & Defense							
SOC	Description	Employed in Industry (2010)	Employed in Industry (2015)	Change (2010 - 2015)	% Change (2010 - 2015)	% of Total Jobs in Industry	Median Hourly Earnings
53-2031	Flight Attendants	96,072	99,769	3,697	4%	8.2%	$20.31
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	89,084	90,452	1,368	2%	7.5%	$16.43
49-3011	Aircraft Mechanics and Service Technicians	80,418	85,720	5,302	7%	7.1%	$28.11
53-2011	Airline Pilots, Copilots, and Flight Engineers	67,447	69,515	2,068	3%	5.7%	$58.69
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	40,780	43,228	2,448	6%	3.6%	$11.96
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	35,271	38,477	3,206	9%	3.1%	$23.92
17-2011	Aerospace Engineers	29,366	29,289	(77)	(0%)	2.3%	$51.57
51-4041	Machinists	25,895	28,007	2,112	8%	2.3%	$19.38
53-6099	Transportation Workers, All Other	24,656	26,546	1,890	8%	2.2%	$16.52
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	26,197	27,359	1,162	4%	2.2%	$17.27
17-2112	Industrial Engineers	22,796	24,716	1,920	8%	2.0%	$39.79
53-2012	Commercial Pilots	21,922	21,444	(478)	(2%)	1.8%	$36.67
51-2092	Team Assemblers	20,894	21,817	923	4%	1.7%	$13.95
17-2141	Mechanical Engineers	19,496	21,380	1,884	10%	1.7%	$40.36
43-4051	Customer Service Representatives	15,204	16,076	872	6%	1.3%	$15.27
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	14,160	14,678	518	4%	1.2%	$29.80
43-5061	Production, Planning, and Expediting Clerks	13,982	14,565	583	4%	1.2%	$22.07
13-1199	Business Operations Specialists, All Other	13,540	14,042	502	4%	1.1%	$32.81
43-5011	Cargo and Freight Agents	12,587	13,325	738	6%	1.1%	$19.83
51-1011	First-Line Supervisors of Production and Operating Workers	13,319	13,879	560	4%	1.1%	$26.99
43-1011	First-Line Supervisors of Office and Administrative Support Workers	12,941	13,393	452	3%	1.1%	$24.57
15-1133	Software Developers, Systems Software	13,900	13,738	(162)	(1%)	1.1%	$49.92
49-2091	Avionics Technicians	11,378	12,332	954	8%	1.0%	$28.16
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	10,970	12,502	1,532	14%	1.0%	$17.84
39-6011	Baggage Porters and Bellhops	9,783	11,539	1,756	18%	1.0%	$11.05

Source: EMSI; U.S. BLS

The following tables display various education and skills requirements for occupations within the aerospace and defense industry. This industry commands the highest educational requirement among the targeted industries. A significant number of occupations require a high school diploma (52.9%), with only 6.3% of total jobs that do not require any formal educational requirement. Beyond a high school diploma, 7.7% of occupations require a postsecondary non-degree award, and 29.1% require a bachelor's degree.

Work experience requirements are highest among jobs that require either a high school diploma or bachelor's degree. On-the-job training is also most prevalent for these two groups. Over 31% of jobs (within the high school graduate requirement) require moderate to long-term on-the-job training.

Education & Skills Requirements Aerospace & Defense				
		Work Experience Requirement		
Education Requirements	% of Total Occupations	None	Less Than 5 Years	5 Years or More
No formal educational credential	6.3%	6.3%		
High school diploma or equivalent	52.9%	40.0%	12.5%	0.4%
Postsecondary nondegree award	7.7%	7.7%		
Some college, no degree	0.7%	0.7%		
Associate's degree	3.3%	3.3%		
Bachelor's degree	29.1%	17.7%	7.7%	3.7%
Master's degree	0.0%			
Doctoral or professional degree	0.1%	0.1%		
Grand Total	**100.0%**	**75.7%**	**20.3%**	**4.0%**
Source: EMSI; Elliott D. Pollack & Company				

Education & Skills Requirements Aerospace & Defense							
		Training Requirement					
Education Requirements	% of Total Occupations	None	Short-term on-the-job training	Moderate-term on-the-job training	Long-term on-the-job training	Apprenticeship	Internship/ Residency
No formal educational credential	6.3%		6.1%	0.2%			
High school diploma or equivalent	52.9%	4.6%	16.7%	26.6%	4.6%		0.5%
Postsecondary nondegree award	7.7%	7.1%	0.2%		0.3%		
Some college, no degree	0.7%	0.2%		0.5%			
Associate's degree	3.3%	3.1%			0.2%		
Bachelor's degree	29.1%	21.5%	0.1%	6.3%	1.2%		
Master's degree	0.0%						
Doctoral or professional degree	0.1%	0.1%					
Grand Total	**100.0%**	**24.5%**	**22.8%**	**42.0%**	**9.4%**	**1.3%**	**0.0%**
Source: EMSI; Elliott D. Pollack & Company							

Natural and Renewable Resources

As illustrated previously, Pinal County already has an established natural and renewable resources base. This includes large mining operations, a wide array of mining support services, nonmetal mining/quarrying, and solar electricity generating facilities. Future companies in the natural and renewable resources industry could include the following:

- Biofuels
- Solar Energy

- Wind Energy
- Fuel Cells & Industrial Batteries
- Pulp & Paper Products
- Mining
- Mining Support Services
- Construction Materials

The following table displays the top 25 occupations within the natural and renewable resources industry across the U.S. The top 25 occupations in this industry cumulatively represent 47.6% of all jobs in the industry. A total of 326 separate occupations can be found within this industry.

The total change and percent change of the top occupations in this industry from 2010 to 2015 have also been displayed. In addition, median hourly earnings for each occupation are listed. Earnings among top occupations range from a low of $11.96 (laborers - freight, stock, & material movers) up to $47.99 (general & operations managers).

Top 25 Occupations - U.S. Total
Natural & Renewable Resources

SOC	Description	Employed in Industry (2010)	Employed in Industry (2015)	Change (2010 - 2015)	% Change (2010 - 2015)	% of Total Jobs in Industry	Median Hourly Earnings
51-2022	Electrical and Electronic Equipment Assemblers	2,600	2,857	257	10%	5.4%	$14.62
51-2092	Team Assemblers	2,084	2,342	258	12%	4.5%	$13.95
51-1011	First-Line Supervisors of Production and Operating Workers	1,383	1,593	210	15%	2.9%	$26.99
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,234	1,495	261	21%	2.5%	$19.15
47-2073	Operating Engineers and Other Construction Equipment Operators	1,124	1,420	296	26%	2.3%	$22.40
49-9051	Electrical Power-Line Installers and Repairers	916	1,080	164	18%	2.0%	$32.10
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	919	1,053	134	15%	1.9%	$11.96
51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders	964	1,016	52	5%	1.9%	$15.77
47-5041	Continuous Mining Machine Operators	924	1,142	218	24%	1.9%	$23.45
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	889	991	102	11%	1.8%	$17.27
49-9041	Industrial Machinery Mechanics	841	1,103	262	31%	1.8%	$23.76
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	877	1,122	245	28%	1.8%	$23.05
49-9071	Maintenance and Repair Workers, General	846	981	135	16%	1.8%	$17.66
11-1021	General and Operations Managers	835	955	120	14%	1.7%	$47.99
51-4081	Multiple Machine Tool Setters, Operators, and Tenders	718	805	87	12%	1.5%	$16.50
43-4051	Customer Service Representatives	695	792	97	14%	1.5%	$15.27
17-2071	Electrical Engineers	679	786	107	16%	1.5%	$44.65
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	575	713	138	24%	1.2%	$30.02
47-2111	Electricians	550	707	157	29%	1.2%	$25.76
51-9199	Production Workers, All Other	530	626	96	18%	1.1%	$13.79
43-5071	Shipping, Receiving, and Traffic Clerks	544	596	52	10%	1.1%	$14.55
43-9061	Office Clerks, General	545	614	69	13%	1.1%	$13.99
17-2112	Industrial Engineers	515	582	67	13%	1.1%	$39.79
51-4041	Machinists	488	571	83	17%	1.1%	$19.38
47-5042	Mine Cutting and Channeling Machine Operators	524	655	131	25%	1.1%	$24.21

Source: EMSI; U.S. BLS

The following tables display various education and skills requirements for occupations within the natural and renewable resources industry. The tables are sorted first by educational requirement. In addition to education, both work experience and training requirements have been detailed.

Once again, the requirement of a high school diploma is a dominant requirement for entrance into many of the occupations within this industry. Over 63% of the occupations require a high

school diploma while only 10.9% of jobs in the industry do not require any formal educational requirement. The remaining 25.7% require some form of post-secondary education.

Jobs requiring no formal education typically require some short-term on-the-job training. Occupations requiring a high school diploma have a higher rate of requiring previous work experience and longer-term training on the job. The jobs requiring post-secondary education have lower rates of on-the-job training, which suggests the educational training received is the dominant skill sought by the employer.

Education & Skills Requirements
Natural & Renewable Resources

Education Requirements	% of Total Occupations	Work Experience Requirement		
		None	Less Than 5 Years	5 Years or More
No formal educational credential	10.9%	10.9%		
High school diploma or equivalent	63.4%	55.0%	7.4%	1.1%
Postsecondary nondegree award	3.4%	3.4%		
Some college, no degree	1.1%	1.1%		
Associate's degree	3.6%	3.6%		
Bachelor's degree	17.5%	11.4%	1.6%	4.4%
Master's degree	0.0%			
Doctoral or professional degree	0.1%	0.1%		
Grand Total	**100.0%**	**85.5%**	**9.0%**	**5.5%**

Source: EMSI; Elliott D. Pollack & Company

Education & Skills Requirements
Natural & Renewable Resources

Education Requirements	% of Total Occupations	Training Requirement					
		None	Short-term on-the-job training	Moderate-term on-the-job training	Long-term on-the-job training	Apprenticeship	Internship/ Residency
No formal educational credential	6.3%		6.1%	0.2%			
High school diploma or equivalent	52.9%	4.6%	16.7%	26.6%	4.6%		0.5%
Postsecondary nondegree award	7.7%	7.1%	0.2%		0.3%		
Some college, no degree	0.7%	0.2%		0.5%			
Associate's degree	3.3%	3.1%			0.2%		
Bachelor's degree	29.1%	21.5%	0.1%	6.3%	1.2%		
Master's degree	0.0%						
Doctoral or professional degree	0.1%	0.1%					
Grand Total	**100.0%**	**24.5%**	**22.8%**	**42.0%**	**9.4%**	**1.3%**	**0.0%**

Source: EMSI; Elliott D. Pollack & Company

Economic Development Pipeline

Pinal County is currently experiencing a flurry of economic development activity and interest. The Pinal County Economic Development Department has identified at least 37 projects that have either recently been completed, announced, or are considering the region for new operations. This list represents billions of dollars of capital investment and potentially tens of thousands of new jobs, without even considering the ripple effects of those direct jobs.

The following table displays only a partial list of projects that could locate within the county. The projects have been generally categorized by targeted sector (including tourism). To the extent information is available, the type of industry and number of potential jobs have also been displayed.

Pinal County Economic Development Pipeline
As of 4/15/2016

Target Industry	Project	Employees	Industry
Transportation/ Logistics	Phoenix Mart	4,500	Global Wholesale Sourcing
	IPAZ Intermodal Facility	6,000	Industrial Park/Inland Port
	ACA - Project Falco	300-400	Distribution Facility
	ACA - Project Javelin	148	Warehouse Distribution
	Union Pacific Red Rock	250-300	Rail Transportation
	Storage/Warehouse Facility	N/A	Warehousing
Manufacturing	ACA - Project 78	750	Household Consumables Manufacturing
	Manufacturing Facility	75-100	Fly Ash Recovery/Block Manufacturing
	ACA - Project Cosmos	2,000	High Tech Auto Manufacturing
	Bio-AG Manufacturer	15	Rubber Tire Manufacturing
	Case New Holland R&D Center	25+	Fiat Manufacturing Subsidiary
	Applegate Insulation	25	Residential Insulation Manufacturing
	Sheffield Lubricants	25-35	Lubricant Manufacturing
	Waste Recycling Project	60-80	Fuel Pellect Manufacturing
	Movie Industry Equipment	15	Movie Industry Equipment Manufacturing
Health Services	Urgent Care Extra	25	Unscheduled health care services
	Urgent Care Facility	15-20	Unscheduled health care services
	Stand-Alone ER	35	Emergency Medical Services
	Stand-Alone ER	25	Emergency Medical Services
Aerospace & Defense	Int'l Diplomatic Security Company	N/A	Pinal Airpark Based
Natural & Renewable Resources	Resolution Copper	3,500-4,000	Copper Mining
	Gas Fired Power Plant/Solar Field	75-100	Utilities/Electricity Generation
	ASARCO Expansion	N/A	Copper Mining
	Copper Creek/Red Hawk Copper Mine	750	Copper Mining
	Florence Copper	250	Copper Mining
	Mine Filtering Plant	375	Mining Support Services
	Bio Gas Facility	35	Ag Waste Gas Producer
Tourism	Atessa	N/A	Racetrack/Entertainment/Residential
	Zipline	28	Amusement
	Motocross Track	N/A	Racing Events
	Apache Sky Casino	400	Gambling/Amusement

Source: Pinal County Economic Development Department

As the table illustrates, many of the projects considering Pinal County can be categorized within the County's targeted industry sectors. This pipeline of new investment can provide valuable insight in determining short-term employment projections and future workforce needs. Industries that may not currently be represented in Pinal County could potentially become a significant part of the economy.

Responsive workforce training can play an important role in helping these new companies identify and qualify their demand for employees. Close and frequent collaboration with economic development officials and other stakeholders will help to identify projects most likely to locate in the region. Once identified and confirmed, workforce staff and stakeholders can determine employment needs, training requirements, and the anticipated timing of new operations.

The Arizona@Work Pinal County workforce system may be looked upon as the "factory" whose products are qualified candidates produced for the employment opportunities in Pinal County. The talent pipeline should engage the K-12 school system and continue through post-secondary educational/training providers to ensure a well-oiled system has the inventory (talent pool) to meet the needs of the county's businesses.

Job seekers who enter the system through its many doors will be provided with the opportunity to engage in two pathways.

The first path is for those individuals seeking a "job" which can be seen as a "quick hit" to employment. A job in this instance may be "gap employment" - a wage earned to fill a gap while the jobseeker is either engaged in training or based on immediate need, a job obtained for a paycheck regardless of long-term potential. The Arizona@Work Pinal County job opportunities are posted in the Arizona Job Connection – the statewide web based career management and reporting system that also houses the statewide job bank.

The second path is the core focus of the Arizona@Work Pinal County Workforce Development Plan. This path - CareerSTEP - will be built upon the concept of Career Pathways. Arizona@Work Pinal County will use the U.S. Department of Labor – sponsored "Career Pathways Toolkit: A Guide for System Development"[1]. Although the primary audience for this Toolkit is staff who work at the state level representing one of the core partners required to develop a Workforce Innovation and Opportunity Act (WIOA) Unified Plan, the Career Pathways Toolkit will be used and translated to the local service delivery level by Arizona@Work Pinal County as the basis for the activities that will support achievement of the goals, objectives and strategies described in this plan.

[1] United States Department of Labor/Employment and Training Administration – Training and Employment Notice No. 17-15 issued December 1, 2015

The Arizona Commerce Authority and the Center for the Future of Arizona (www.arizona future.org) have defined a set of widely accepted job creation indicators to support efforts in creating jobs and growing Arizona's economy.

Job creation is critical to understanding where we are now and how we might look in the future. This is usually reported as net new jobs – the number of jobs created in a state or county which exceed a baseline established in the previous year. This indicator is helpful, but does not tell us nearly enough about what drives job creation or the quality of the jobs being created.

The newly launched Job Creation Progress Meter uses indicators to measure our state's progress and celebrate successes, showing the health of the state and its communities.

The Job Creation Progress Meter includes both the drivers of job creation and the outcomes that jobs deliver.

The indicators include:

- **Net New Jobs:** The number of jobs that have been created statewide and in a given county, which exceed a baseline established by a previous year.
- **Unemployment U6 Rate:** The number of people who are unemployed, plus discouraged workers (unemployed people who have stopped looking for work), plus workers employed part-time for economic reasons as a percent of the civilian labor force.
- **Total Exports:** Total value of goods produced in Arizona destined for a country outside of the United States for sale or trade.
- **Per capita income as a percentage of the national average:** The average income of people within a given region divided by the average income of all people within the United States of America.
- **Venture Capital Per Capita:** The value of all venture capital investments within a given region divided by the total population of the same region.
- **Educational Attainment:** Percent of residents who completed a two- or four- year degree.[2]

Meeting the workforce demands of the business community requires an alignment of economic development, education (including post-secondary) and workforce development efforts synchronized with statewide and Pinal County-specific strategies. Pinal County will participate in monitoring ongoing assessments of not only the state's current economic environment, but the county's contribution to it as well. It will be critical during the lifespan of this plan to closely monitor the economic direction of the county's business attraction efforts. Targeted industries identified by the county along with current in-demand industries and the occupations within those industries are the drivers for the workforce activities.

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[2] **"HARD WORK AHEAD - New indicators focus light on driving job creation in Arizona", Page 26, Arizona Republic (July 2, 2016)**

Goals and Strategies

In June 2015, Governor Ducey identified Arizona's 12 local workforce development areas as required under the Workforce Innovation and Opportunity Act (WIOA). This included the designation of Pinal County as a local workforce development area with Gila County joining Navajo and Apache Counties as part of the Northeast Arizona Innovative Workforce Solutions workforce development area. Given this historical event, Program Year 2015 was a transition year not only because of the implementation of the Workforce Innovation and Opportunity Act but for Pinal County, it provided the opportunity to determine its own future regarding the alignment of its economic development, educational and workforce development efforts.

On April 21, 2016, the Arizona@Work PCLWDB (the PCLWDB) met via a facilitated strategy session to establish the foundation for the strategic direction of workforce development in Pinal County. This direction focuses on both the business community and the targeted populations to be served by this plan and ensures that the PCLWDB's mission, vision, goals and strategies are aligned with the Arizona Unified Workforce Development Plan for Program years 2016-2020. During the session, the PCLWDB members participated in a SWOT analysis in order to establish topical areas in which to build the goals and associated strategies. The results of this analysis are shown in Table 1.

Table 1. Strengths, Weaknesses, Opportunities, Threats (SWOT)

STRENGTHS	WEAKNESSES
➢ Diverse workforce ➢ Experienced staff/Board ➢ Location change of job center ➢ Dedication/commitment/passion of the Board – truly believe what is trying to be accomplished ➢ Connections with agencies (resources) ➢ Rebranding – public seamless brand ➢ Board vision ➢ Natural resources ➢ Selling Pinal County to businesses ➢ Opportunity to innovate ➢ Central Arizona College new President ➢ Change perception	➢ Communication between Board and staff ➢ Location change (Trekell/Florence Blvd well-traveled) ➢ Visibility of workforce Board and workforce system with employers ➢ Employers do not want to work with government entity (program perception to employers) ➢ Programs /entities known in the community (County, DES, etc.) – perception of "government" programs ➢ Marketing ➢ Lack of support for innovation ➢ Limited to federal funding source requirements ➢ How big the Board is ➢ Lack of county level data ➢ Lack of understanding of One-stop process ➢ Board dedication ➢ Support for innovation

	➢ Central Arizona College's ability to respond in a timely fashion to employer needs
OPPORTUNITIES ➢ Expand services to employers (Economic Development partnerships) ➢ Economic Development players link to local workforce board ➢ Business growth ➢ Population growth ➢ Transportation (Regional Transportation Authority) –awareness of issues ➢ Governor supports employers ➢ Population growth ➢ Perception of Pinal County ➢ Develop competency based training ➢ Leadership (Board of Supervisors) ➢ Open space/natural resources	**THREATS** ➢ How large the Board is ➢ Achieving transportation goals ➢ A lot of Pinal County residents reside in bedroom community to Maricopa County ➢ Limited jobs ➢ Sustainability (funding) ➢ Limitation of education and healthcare systems ➢ Lack of broadband ➢ Governor's support on employers ➢ Legislature/state regulations and funding ➢ Perception ➢ Development of curriculum (length of time to develop) ➢ K-12 education system ratings ➢ Leadership ➢ Central Arizona College's ability to respond in a timely fashion to employer needs

Based on this analysis, attending PCLWDB members drafted the following revised Vision and Mission statements, which were approved by the Board during its May 26, 2016 meeting:

The ***mission*** of the Pinal Workforce Development Board is *"To Provide an environment for cultivating opportunities by using regional resources and partnerships to enhance the economy in Pinal County."*

The board's ***vision*** is *"The creation of a quality workforce environment that connects jobseekers to employers."* This concise statement focuses on the main purpose of the workforce system – connecting individuals seeking employment with those offering employment opportunities.

The vision and mission statements ratified by the Board align with the Governor's priorities, ensuring that all Pinal County residents have equal access to the services designed to place them on a path to self-sufficiency. For the business community, services offered will be tailored to meet their specific needs whether it be an individual employer seeking to hire a single individual or a major corporation seeking to fill multiple positions. Regardless of the customer being served, the priorities of the Arizona@Work Pinal County system will be based on those outlined in the Arizona Unified State Workforce Plan:

- Government working at the speed of business
- Equal access to education
- Opportunity for all
- Pro-Growth economy

The Board's statements are also consistent with those found in the "Pinal County Strategy Plan for Fiscal Years 2014-2017":

Vision Statement
Pinal County Government leads through innovation and collaboration which results in vibrant, safe, sustainable communities.

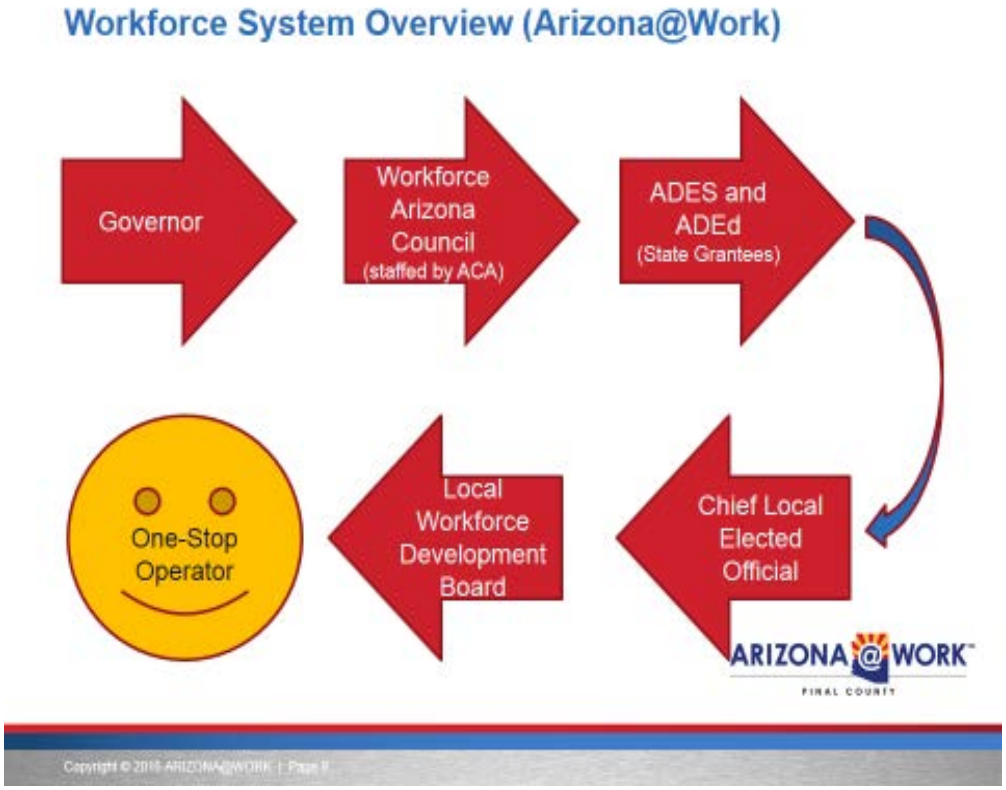
Mission Statement
Pinal County Government protects and enhances its citizens' quality of life by driving economic development and providing efficient, effective, needed services through talented, motivated employees.

Arizona@Work Pinal County will seek collaborations with key industry sector partners to address competitiveness issues, and serve as a convener of education, economic development, labor, as well as other stakeholders, to ensure a variety of stakeholder perspectives are represented. Cross-program strategies comprise the first of six strategic goals that guide the activities of the Pinal County workforce system and align the system with state strategies.

Goal 1: Grow and Develop a Skilled Workforce
Objective: Arizona@Work Pinal County system focuses equally on the employment needs of job seekers and employers' needs for skilled labor with industry-recognized credentials.
Strategies:
1. Align workforce system collaborations built on the strengths of each core program and required partners and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services. 2. Coordinate workforce investment activities in the local area with respect to efforts that will enhance the provision of services to individuals with disabilities as well as other individuals. 3. Coordinate education and workforce investment activities carried out in the local area with relevant secondary and postsecondary education programs and activities, including programs of study under the Carl D. Perkins Career and Technical Education Act of 2006 that support the strategy identified in the State plan under WIOA section 102(b)(1)(E).

The Workforce Arizona Council is responsible for recommending to the Governor a plan for distribution of the WIOA Title IB formula funds for Adult, Youth, and Dislocated Worker to Local Workforce Development Areas (see Figure 1).

Figure 1

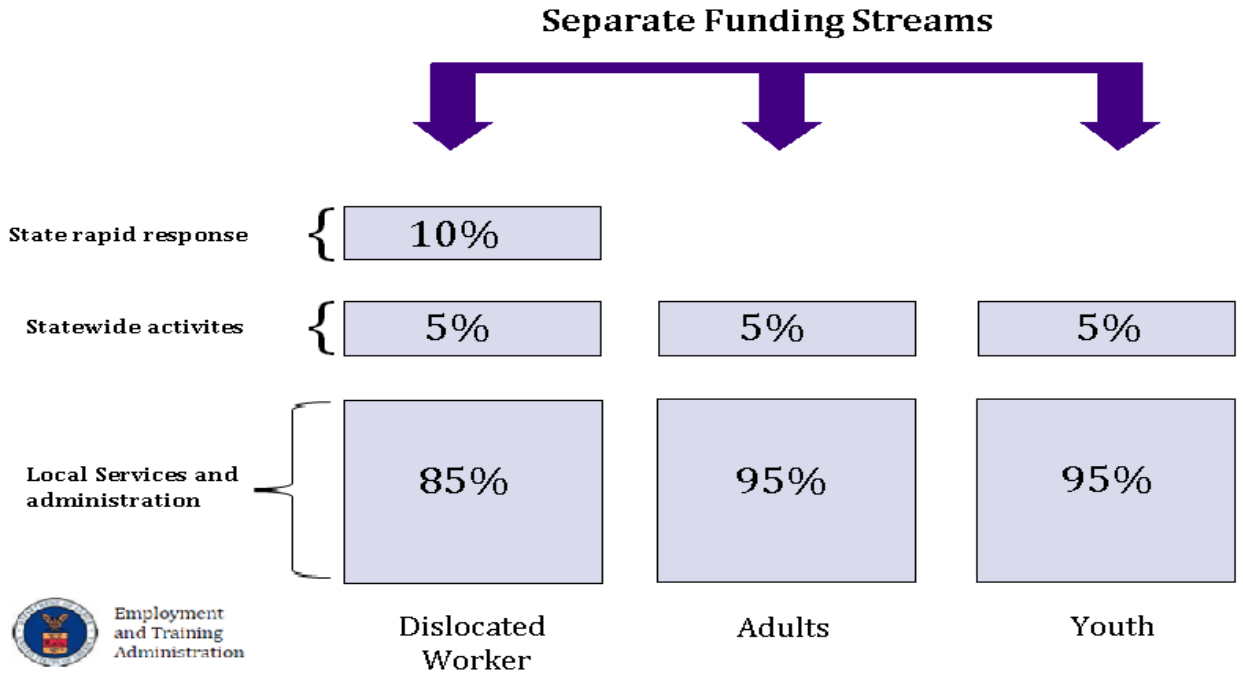


The Arizona Department of Economic Security (DES) serves as the State administrative and fiscal agent for the Adult, Dislocated Worker and Youth funds. DES allocates the funds to the local areas based on formulas that include such requisites as economically disadvantaged adults age 18 to 72, excluding college students and military from the American Community Survey for the Adult Program. For the Dislocated Worker Program the following factors are used: Unemployment Concentration - Unemployment Ratios, weighted for excess of state average, Long Term (15+ weeks) Unemployment --- Insured Unemployed Exhausted Claimants, Declining Industries (lowest 10% declining) and Employment -- Local Area Unemployment Statistics - Total Employment State Average. The Youth Program factors include economically disadvantaged youth age 14-24, meeting (or member of family meeting) the Census poverty level or 70 percent of lower living standard income level (LLSIL). As of January 2016, the 70% LLSIL threshold in Pinal County was $10,228 for a family of one and $28,406 for a family of four.

DES also serves as the administrative and Fiscal agent for the Wagner-Peyser (WIOA Title III - Employment Service) and Vocational Rehabilitation (WIOA Title IV) grant funds. These funds are not allocated to the local areas, but instead DES staff and their contracted Vocational Rehabilitation counselors in each of the local workforce areas provide services offered by these grants. The Arizona Department of Education (ADOE) is the state's administrative and fiscal agent for the Adult Education and Literacy funds (WIOA Title II). The ADOE contracts with providers throughout the state to ensure Title II services are available in each local area.

DES allocates the funds based on the funding streams depicted in Figure 2.

Figure 2



Pinal County is the designated entity responsible for the administrative functions in the delivery of WIOA services. The Pinal County Board of Supervisors is the WIOA grant recipient, and Pinal County as grant recipient is the designated entity responsible for disbursal of WIOA grant funds. Pinal County has established fiscal controls and fund accounting procedures necessary to assure the proper disbursal and accounting of federal funds allocated to all related programs, according to generally accepted accounting principles. Per Pinal County's organizational structure, the WIOA Adult, Dislocated Worker and Youth Program funds are administered through the Pinal County Housing and Workforce Department.

Pinal County, as grant recipient, is responsible for complying with all applicable uniform cost principles and administrative requirements for grants and agreements included in the appropriate circulars and rules as promulgated by the Federal Office of Management and Budget, United Stated Department of Labor and the State of Arizona, Department of Economic Security (ADES).

WIOA mandates that partners enter into Memorandums of Understanding (MOUs) with the one-stop system operator regarding service delivery and the payment of infrastructure costs. WIOA serves as the workforce conduit that connects employment and training services to the needs of local employers and business. It broadens access to an array of services and provides additional funding or in-kind resource sharing mechanisms.

Infrastructure costs to sustain the operations of the Arizona@Work Pinal County system are outlined in Resource Sharing Agreements that are signed by all partner programs. Costs for comprehensive center operations are based on a square footage basis. For rent charges, including utilities, each partner is assigned dedicated office/cubicle space, calculating total square footage to be assigned with common areas being prorated based on the percentage of designated office/cubicle square footage. Designated parking spots are allocated at per month cost per space if needed.

On February 17, 2016, Pinal County along with the eleven other Arizona local workforce development areas introduced a new local brand name to align with the State brand – Arizona@Work. Pinal County changed its local brand from Arizona Workforce Connection to Arizona@Work Pinal County. This change represents a shift toward a more focused approach to the local workforce system, allowing customers – jobseekers and business alike - to identify with the system regardless of their geographic location. This shift will also provide for a more regional/seamless approach to economic development efforts when those efforts necessitate the leveraging of several local workforce areas to meet the needs of customers. Business customers will now be able to recognize the statewide brand and connect with a single point of contact at their local affiliate – already familiar with the services available.

The Arizona@Work PCLWDB will continue to conduct an annual board retreat to stay current on the local plan and the WIOA, provide training for the board members, and develop strategies to unite business, economic and political leaders to shape the direction of workforce investment in Pinal county. PCLWDB members will also continue to review board by-laws, as well as explore data and various strategies in an effort to enhance services.

Competitive Process Used in Awarding Sub grants and Contracts

The Pinal Workforce Development Area utilizes a Pinal County-sanctioned Request for Proposal Procurement process to select eligible service providers. The competitive process is open to the public via public notices in local news media and on county web sites. Upon proposal reviews, and based on total scores from individual ranking sheets, the Arizona@Work PCLWDB forwards recommendations to the Pinal County Board of Supervisors for final approval.

Funding for any and all proposals is subject to funding availability per U.S. Department of Labor allocations. The Pinal Workforce Development Area reserves the right to:

- Renew contract(s) for a second year and third year without issuing an Request for Proposal (RFP) for the second year.
- Accept or reject any or all of the proposals received and to cancel in part or in its entirety a request if it is in the best interest of the county to do so.
- Negotiate necessary adjustments in proposed funding levels and program activities.
- Fund agencies outside the order of rating recommendations.
- Direct subcontractors to implement changes in accordance with state directives made to comply with the Workforce Innovation and Opportunity Act and applicable regulations.

The PCLWDB issued a Request for Proposal for Youth Services in Spring 2016. Central Arizona College was selected as the Youth Provider and will continue services under the new contract on July 1, 2016.

The Pinal County Adult and Dislocated Worker Program services are contracted via an Intergovernmental Agreement with the Central Arizona Governments (CAG).

Roles and Resource Contributions of the One-Stop Partners

The Arizona@Work PCLWDB will serve as the convener of the various community partners that comprise the Pinal County workforce system. Workforce as a system can be defined as the compilation of coordinated strategic actions of various partner entities engaged in economic development through use of the educational system in order to prepare-local talent to fulfill employers' labor needs. In order for customers to receive seamless services in a true comprehensive center environment, it is imperative that all partner staff in the system understand each other's organization, their services and their goals. Arizona@Work Pinal County supports

the efforts being made by the State WIOA Staff Development Task Force, and as the Task Force develops the identified core competencies into actual training modules, all staff – depending on assigned function – will be required to complete all training in the state modules.

WIOA mandates that core and other workforce support partners are either physically co-located in the comprehensive center or have their services accessible through technology. The role of the One-stop operator is to coordinate service delivery among partners and support electronic accessibility throughout Pinal County. The Local Board's strategic involvement as a convener has been especially notable in the series of planning meetings hosted by Arizona@Work Pinal County.

Arizona@Work Pinal County services must be accessible to all customers and will expand its reach by improving program data sharing agreements, developing specific memorandums of agreement, and facilitating improved communication between program staff. Furthermore, core partners agreed to increase the delivery of virtual services to facilitate the accessibility of those services through community partners and an improved referral process.

WIOA requires new levels of program alignment, coordination of services, and integrated strategic planning for the core programs. An examination of the current service delivery area's methods of delivering services has identified the following focal points that will ensure the effective delivery of Arizona@Work Pinal County services:

- Creation of common administrative and management structures for partner programs housed together
- Creation of formal and functional organizational structure for staff oversight
- Shared resources to support service delivery
- Common procedures to facilitate registration processes
- Shared data system to effectively collect data
- Cross-training staff on all partner program services
- Common job search/readiness activities designed to streamline services
- Provision of dual case management of customers
- Issuing and tracking of referrals to partner agencies in the community

Through a series of strategic moves designed to increase service accessibility to a larger number of job seekers, Arizona@Work Pinal County has developed a consensus strategy for analyzing and implementing new processes for customer registration, orientation, referrals and enrollment.

All of the local partners realized that they had to create a mutually beneficial implementation climate to successfully implement this new strategy designed to support the changes in service delivery models. As such, the local area staff identified three comprehensive Operational

Functions: Welcome, Skill and Career Development, and Business Services. Service delivery within each functional area includes staff from various partner agencies who work collaboratively to review changes, address staffing issues and monitor the service delivery system.

Staff who participate in this process are from the following organizations:

- Pinal County (WIOA Title I sub-grantee contracted services)
    - Central Arizona Governments (Adult and Dislocated Worker Programs)
    - Central Arizona College (Youth Program)
- Central Arizona College (Adult Education)
- Department of Economic Security (Wagner-Peyser, Jobs for Veterans State Grant, Vocational Rehabilitation Services)

In order to ensure a collaborative effort in developing Memorandums of Understanding, representatives from the core programs attended various working meetings to negotiate the terms and design of the Arizona@Work Pinal County workforce system.

For example, an operations meeting is conducted each week at the comprehensive center with the core partners' leadership to discuss any issues and concerns that may arise during the course of business as well as to pursue continuous improvement of service delivery and partner coordination. This open communication allows each core partner to ensure the delivery of services is being executed appropriately and effectively.

Cross training, coupled with customer service training will be provided to all partners, and will be coordinated by the Business and Career Center Coordinator. Training will be conducted quarterly at a minimum, at all staff meetings and within individual partner agencies at regular monthly meetings. Additionally, staff will be completing core competencies training approved by the Workforce Arizona Council.

The Arizona Job Connection (AJC) is the Arizona statewide data collection and reporting system utilized by Wagner-Peyser, as well as the Adult/Dislocated Worker and Youth programs. However, other core partners (Adult Education [Title II] and Vocational Rehabilitation) use their own data collection and reporting systems. This disconnect between the core programs' ability to share data across systems is one that will be monitored as this is not unique to Pinal County.

All partner programs will contribute to the creation of a welcome function video. The premise behind this short video is to provide new customers with information as soon as they enter either the comprehensive center or the Arizona@Work Pinal County website in search of available services.

The video will provide an overview of the services offered by the Arizona@Work Pinal County workforce system, including those of the comprehensive center and the access points as well. Job seekers accessing the video and AJC from another location may pursue a self-service pathway by registering in the system and navigating on their own.

Upon observing the video – which will be offered in both English and Spanish as well as meet all Rehabilitation Act Section 508 accessibility requirements – the customer who is physically present at the comprehensive center, will be directed to a center staff person who will guide the client to the next phase of their career planning by offering access to the available resources.— Resources include computers to search for employment opportunities and online skills assessments using preloaded tools to assist in determining employment goals the client wishes to pursue.

Wagner Peyser/Employment Service

The Department of Economic Security's Employment Service delivers Wagner-Peyser/Employment Service services. Employment Service staff focus on providing basic career services including job search and placement assistance, provision of information on in-demand industry sectors and occupations, and information on non-traditional employment. Employment Service staff also provide support for such functions as job order entry (see "Employer Engagement") and career services to Unemployment Insurance recipients (see "Unemployment Insurance").

Employment Service partners with the Gila River Indian Community (GRIC), a member of the Arizona@Work Nineteen Tribal Nation consortium to serve Pinal County residents who reside in that community. Employment Service has a team member housed at the GRIC Employment and Training building to provide the same quality services.

A Migrant Seasonal Farmworker Outreach (MSFW) employee works closely with Portable Practical Educational Preparation (PPEP) to offer a full array of services to this targeted population. MSFW and PPEP employees are responsible for providing services to migrant and seasonal farmworkers as well as to employers with agricultural employment opportunities. MSFW staff collaborates with fellow Arizona@Work Pinal County partners in ensuring that migrant and seasonal farmworkers are aware of the services available through the Arizona@Work system. While visiting migrant and seasonal farmworkers on their job sites, the workforce specialists provide information relative to the workforce system, information about the Employment Services complaint system, and actions he/she may take with regard to alleged violations.

Adult Education

Central Arizona College (CAC) is the WIOA Title II representative in Pinal County, offering adult education and literacy activities, including workforce preparation activities throughout the county. The current director of CAC's Adult Basic Education (ABE) program has been a sitting member of the PCLWDB since July 2015. As a core partner of the Arizona@Work Pinal County system, CAC's Adult Education Program provides adult education and literacy instruction/activities for Arizona @Work clients, as well as community members at large. Information about CAC's ABE program will be included in Arizona@Work participant orientations, and CAC will have a consistent presence at the one-stop location.

Expected in January 2017, CAC will submit a grant application to the Arizona Department of Education, soliciting funds to provide adult education and literacy activities to be carried out under Title II of WIOA. Grant funds will be used specifically to compensate instructors for teaching and attending professional learning activities; pay professional learning fees; purchase instructional supplies, including software, hardware, and books; purchase standardized assessment materials as well as professional organization memberships for instructors. In addition, grant funds will be used to cover miscellaneous expenses, such as travel for program oversight, and office supplies.

The CAC ABE program works cooperatively with the greater Central Arizona College community to ensure the ABE program operates smoothly and efficiently, with access to classrooms outfitted with up-to-date technology, as well as routine building and IT maintenance, and assistance as needed from CAC's Disability Resource Coordinator. Furthermore, Central Arizona College provides substantial financial assistance via instructor and clerical wages not covered by grant funds, to ensure that students throughout the county have access to adult education classes and activities.

CAC instructors will continue to invite WIOA partners to their adult education classes to share information about their services with our students, and to encourage eligible students to participate in those programs. A formalized referral process will help us track adult education student participation.

CAC's adult education program utilizes the state approved Arizona Adult Education Data Management System (AAEDMS) to keep track of all student data, including demographics, class registration, attendance, assessment scores, and individual goals. Program staff collects data on a monthly basis, and internal audits are conducted every other month to ensure accuracy and consistency. Additionally, the program follows the DOE guidelines regarding regular, quarterly student follow up. Strategies implemented to ensure performance targets are met include offering classes throughout the county at convenient times, providing high quality professional learning opportunities for all instructors, offering tutoring and disability resources for all students,

working with CAC's developmental education staff to ease the transition to post-secondary education, and implementing College and Career Ready components in each adult education class.

CAC's adult education program's plan for collaborating with WIOA partners will include on-site administration of TABE Online for all partners' participants, on-site small group instruction as needed and on-site presentation and/or participation in workshops such as the Arizona@Work Pinal County Youth Program's Pathways to Success series.

Vocational Rehabilitation

Increasing awareness of disability related issues, including etiquette and culture, through Vocational Rehabilitation (VR) provided training and resources, will improve the professionalism and effectiveness of the Arizona@Work Pinal County comprehensive center staff while attending to individuals with disabilities who are accessing center services.

In addition to training in a variety of disability related topics, the VR program will offer technical assistance to the comprehensive center staff surrounding Social Security Work Benefits, Americans with Disabilities Act, and Rehabilitation Act Section 503 compliance.

VR is committed to ensuring programmatic and physical access to afford equal, effective and meaningful access to services for individuals with disabilities served by the Arizona@Work Pinal County workforce system. VR staff will work cooperatively with program partner staff to determine the assistive technology needs of the comprehensive center in order to allow individuals with disabilities to access services in the comprehensive center and other service delivery points allowing for seamless participation alongside other job seekers. Job center staff will be trained by VR on the use of the assistive technology.

In order to facilitate access to system services, VR staff will work cooperatively with job center staff in order to facilitate reciprocal referrals and joint service planning. Client data, such as demographic information and evaluation and testing results, can be shared between partners with client approval to assist in reciprocal referrals and joint service planning. VR and job center services can be used as comparable benefits for mutually eligible clients.

Programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006

Central Arizona College (CAC) has many career and technical education (CTE) programs that qualify for support from Carl D. Perkins grant funding. To be eligible to receive Perkins money each program must be affiliated with an outside third party that sets standards and assessment measures that support the credentials that the students work for to earn certificates and degrees.

Programs of study must have an active advisory group that offers advice for improving each program and they must keep records of meetings, attendance, announcements, etc.

Examples of how CAC has used these funds include programs in Nursing and Radiology, where students must engage in clinical experiences at facilities, which are qualified to handle their training. Carl D. Perkins grant funding is used to reimburse those students for their mileage, as a number of those trainings are located in Maricopa County. Programs such as welding, EMT, heavy equipment, etc. benefit by Perkins funds paying for capital items needed for the program to meet standards set by their accrediting agency.

A number of high schools also participate in CTE programs. These programs contribute to the opportunity to establish pre-apprenticeship programs leading to the possibility of registered apprenticeship programs to complete the course of study leading to industry-recognized credentials. Please see ***Exhibit A*** for a list of active CTE programs in Pinal County.

Secondary and Postsecondary Education

The PCLWDB has made a commitment to engage with not only the secondary, but also post-secondary education partners. In April 2016, the PCLWDB Chair and the Pinal County Workforce Development Manager co-presented at the third annual 2016 Business and Education Summit. Over 80 Pinal County business and education, leaders were brought up to date regarding Arizona@Work services, discussed strategies to engage the PCLWDB in presenting workforce direction, and targeted industries in the County to secondary education students and educators. As a result of that presentation, Arizona@Work is now a participant in the Pinal County Business and Education Workforce Committee – mapping out strategies to engage the elementary and secondary school systems in developing a talent pipeline to support the ongoing and projected growth of Pinal County's in-demand and targeted industries.

A determination of adult literacy levels in Arizona involves the collective outcomes of assessments in reading, writing, and math, with scores below 8th grade equivalents serving as the benchmark for literacy inhibiters. According to the National Center for Education Statistics' Estimates for Low Literacy (2003), 16% of Pinal County's population falls below the 8th grade threshold. As noted earlier, of residents who are 25+ years of age, Pinal County has a higher percentage of the workforce population with a high school diploma or less (15%) when compared to the State as a whole (14.1%). The County also shows a higher percentage of the workforce that has attended some college but has not earned a degree whereas the broader state and U.S. figures show much higher percentages of bachelor's degrees and graduate degrees. Taking this data into consideration and as described in further detail in the "Training Services" section of this plan, an opportunity exists to conduct outreach to a large percentage of Pinal County residents to engage in Arizona@Work services.

The reality depicted in the data described above also present opportunities for workforce and education development representatives to collaborate by joint planning and leveraging series when possible.

Veterans

Arizona@Work Pinal County provides services to Veterans and eligible spouses through coordination between all partner programs offered through the system. Specifically, the onsite Veterans Workforce Supervisor continues to play a critical role in the facilitation of system-wide services for Pinal County's veteran population, and will serve as the workforce systems onsite subject matter expert regarding the provision of services to Pinal County's veteran population.

The Veterans Workforce Supervisor will also be an important contributor to the business services function. In this role, the supervisor will advocate on behalf of veterans for employment and training opportunities with business, industry and community-based organizations. The Supervisor will continue to perform a vital role in establishing and maintaining regular contact with employers, including federal contractors. Furthermore, the Veterans Workforce Supervisor will provide labor market information to businesses and other entities as a key function in addition to working with service providers to promote veteran job seekers who have highly marketable skills and experience.

Additional responsibilities carried out by the Veterans Workforce Supervisor include the facilitation of a full range of employment, training, and placement services to meet the needs of veterans, as well as providing technical advice to the service delivery point manager on Title 38, Jobs for Veterans Act, Veteran Program Letters, and the Veterans Priority of Service program.

Special populations served by Veterans Workforce Specialists (Disabled Veterans Outreach Specialist) include veterans with special employment and training needs, Special Disabled veterans, disabled veterans, economically disadvantaged veterans, veterans with other barriers to employment, homeless veterans, incarcerated veterans, and recently separated veterans. The specialists will provide a full range of employment and training services through collaboration with the Arizona@Work Pinal County comprehensive center and partners, including veterans' organizations, with the primary focus of meeting the needs of veterans and eligible spouses who are unable to obtain employment through basic career services

Programs and Service Delivery

The Arizona@Work Pinal County service delivery will be predicated on a two-path model, centered on the strengths and desires of each individual who seeks assistance and who has been initially assessed to identify whether the individual is in crisis, has basic needs, or is ready to work and interested in pursuing a path toward a career.

For individuals who seek basic career services and are not interested in further assistance other than that provided by resources in the Job Center or online, a self-service track will be provided allowing them to become oriented to self-service options or staff assisted job search and matching. Resume assistance as well as access to an array of workshops will also be available to individuals choosing this particular service path.

Services available to basic career service job seekers include:

- Access to comprehensive center resource room
- Job search
- Labor market information
- Standardized skills assessments
- Job-seeker workshops (self-directed/computer-based opportunities, group workshops)

Based on an initial assessment, individuals who identify a desire to explore career pathway options and a need to upgrade employability skills will be introduced to the CareerSTEP path. CareerSTEP is an individualized career service pathway that has been developed by the Arizona@Work Pinal County partner programs. Job seekers choosing to enter this path will be assigned to a Career Planner who will work with them to develop a plan of action based on a menu of services offered by Arizona@Work Pinal County partners. These services will be coordinated to focus on filling the employment readiness (soft skills) and technical skill gaps identified through comprehensive assessments.

Career Planners, providing customers access to both preliminary and in-depth assessment, will lead the CareerSTEP path. These more in-depth tools will provide the job seeker with a greater awareness of their basic aptitudes (e.g. TABE for math, English, and reading level determinations), as well as occupational skills and work interests. Additionally, this service level focuses on identifying individual barriers that may affect a customer's ability to seek self-sufficient employment or complete training leading to self-sufficiency. One-on-one reviews of the assessment results will assist clients in determining the best individual career pathway to pursue. Upfront strategies will help identify the best tactics to be used to ensure training funds and pathways are synched to the maximum benefit possible

Career**S**TEP, **S**trategic: Focus will be on assisting individuals to identify their own talents through strength-based assessments and collaboration with their Career Planner to match their strengths with evidence based research of the targeted industry and occupational sectors in Pinal County. This matching will assist in the identification of the best mix of workforce services and will afford the individual the best opportunity for success in securing growth-oriented employment.

CareerSTEP, **T**actical: According to the Merriam-Webster Dictionary – *tactical* is defined as, *"of or relating to small-scale actions serving a larger purpose."* Based on the results of the skills and interest assessments conducted, each individual will collaborate with a Career Planner to compose an Individual Employment Plan (IEP). The IEP is the most critical document in the CareerSTEP process. It will serve as the roadmap for the job seeker, outlining the specific steps, training and supportive services to be accessed in order to produce individuals who are prepared and qualified to apply for in-demand opportunities in Pinal County.

Basic education needs such as GED, English as a Second Language (ESL), personal computer, and advanced job search techniques may be offered, along with supportive services/referrals which may involve transportation, food, and housing assistance, to ensure as best as possible that barriers to employment are being addressed so that the job-seeker may focus fully on enhancing their employability skill levels. The relationship between the Career Planner and job seeker is critical to the individual's success. Job seekers will be provided with access to their Career Planner throughout their plan.

CareerST**E**P, **E**mployment: The last step in all IEPs will be referring clients to a Workforce Specialist. The Workforce Specialist will work with individuals to ensure that their AJC registration is current and a resume is customized to the match the specific employment opportunities they are seeking and qualified for. Workforce Specialists will collaborate with each individual's Career Planner to strategically explore the best option for a CareerSTEP participation. This may include on-the-job training (OJT), a paid work experience, or internship. The Business Service Representative will be a key member of this collaboration, working to ensure employers are aware of the OJT and work experience benefits to both the employer and potential new hire.

CareerSTE**P**, **P**artners: Community partnerships play a key role in the CareerSTEP continuum of services. The Arizona@Work Pinal County partnerships include the K-12 school system, who will be laying the foundations for Pinal County's talent pipeline, community organizations, who will contribute to provide support services to those in need during their work preparation time, and WIOA required partners, who will be the foundation for service integration and planning. The business community is the mainstay of the entire system, as employers will provide the opportunities to individuals on their path to self-sufficiency. Economic development partners assist in the identification of in-demand occupations/industries as well as communicating with job center staff to ensure economic development and workforce development are aligned. Post-secondary training partners are a critical partner as they are charged with providing the bridge between the gap in skills and the employment opportunities in in-demand industries.

Individualized Career Services offered via CareerSTEP include:

- Job Match
- Staff-administered and interpreted skills assessment
- Career planning
- Job referral
- Scheduling appointments with appropriate community based organizations
- Individual Employment Plan (IEP)
- Staff-administered skills development strategies
- Research on training options
- Pre-employment workshops
- Group counseling
- Short-term pre-vocational services such as Adult Basic Education, English as a Second Language (ESL), basic computer literacy, interviewing skills, and soft skills
- Training Services:
    - Occupational Skills Training
    - On-the-Job Training (OJT)
    - Programs that combine workplace training with related instructions
    - Adult Education and literacy activities when integrated with other training services
    - Customized training
    - Registered apprenticeship programs

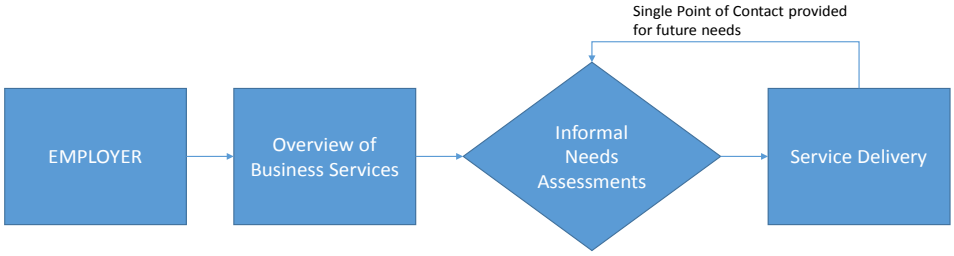
Customer Experience Overview

Arizona@Work Pinal County has designed and implemented a service delivery strategy that first and foremost focuses on our customers. This approach to seamless service provision offers a tailored customer experience void of programmatic requirements and jargon to job seekers and employers alike. In order to ensure the sustainability of a customer friendly environment throughout our workforce system, it is imperative that all staff and partners embrace a culture enriched with characteristics that include subject matter expertise, kind-heartedness, a sense of community, and collaboration. These traits are of the utmost importance and must be exhibited in our everyday interactions with both internal and external customers in order to maintain an effectual service delivery system that is valued by all.

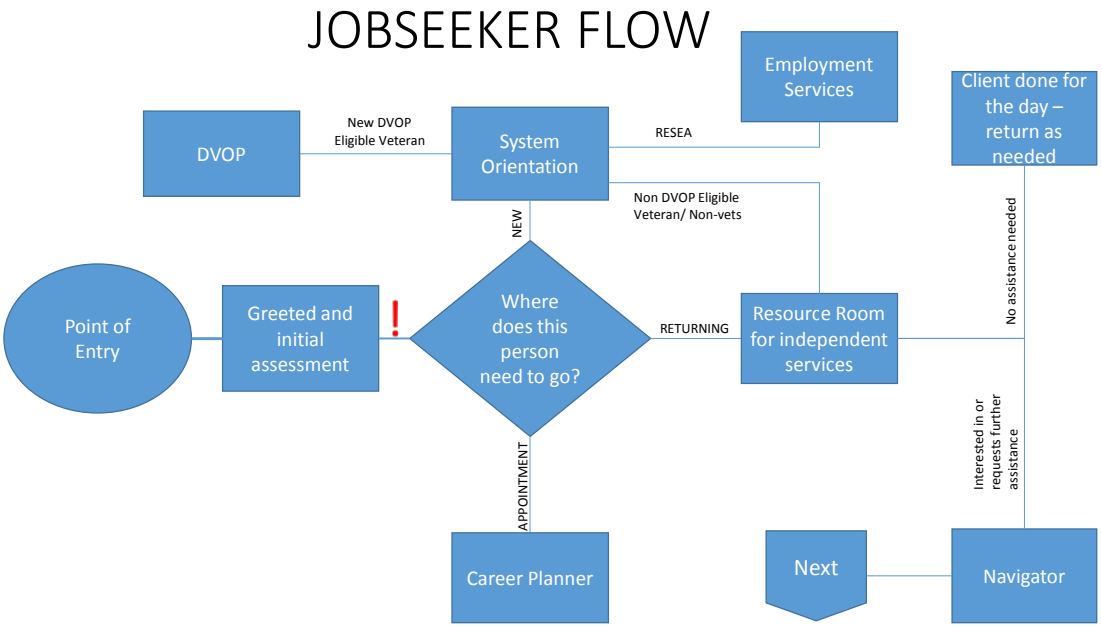
Our customer flow is principled around basic concepts and functions detailed below.

- Arizona@Work Pinal County Workforce Development Center Customers
    - Employers

BASIC EMPLOYER FLOW



- Effective employer engagement strategies are a top priority for Arizona@Work Pinal County. Regardless of employer size or industry, all interactions with businesses will be conducted in a professional manner. All businesses seeking assistance through Arizona@Work Pinal County will:
    - Receive an overview of customizable services.
    - Participate in an informal assessment in order to better evaluate the employer's needs.
    - Be provided a singular point of contact for questions or future needs.
    - Be encouraged to participate in a service satisfaction survey in order to help us measure how effective and efficient service delivery systems were.



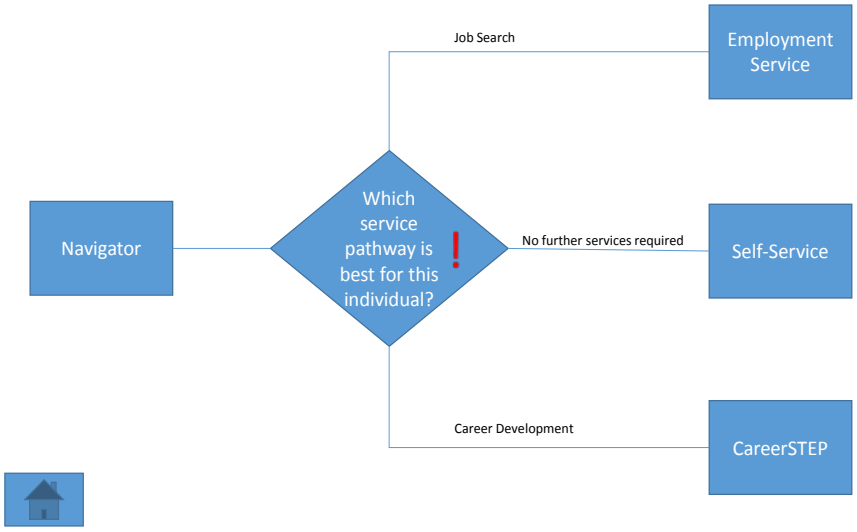
- Proposed Job Seeker service model:
  - Welcome
    i. All job seekers entering our center are greeted by an Arizona@Work Pinal County staff member and during a brief exchange of some basic information, an initial assessment begins. This initial assessment is critical, as it is the first step along the job seeker's path to evidence based service delivery.
  - Orientation
    i. As a part of our welcome function, all first time visitors will view a brief orientation video on services that are available within our workforce development system.
    ii. Upon completion of the orientation video, eligible veterans desiring specialized services are then routed to our Veteran Employment Advocate. In the event that the Veteran Employment Advocate is unavailable, eligible veterans desiring the aforementioned specialized services will then be routed to a Wagner-Peyser Workforce Specialist via Veterans Priority of Service.
    iii. All other first time visitors will be routed to the resource room.

- Independent Services
  - Once a jobseeker has become familiar with our menu of services he or she can use the resource room for independent job related activities which include, but are not limited to:

i. Registration in the Arizona Job Connection Database
ii. Job search
iii. Resume development or updates
iv. Research of labor market information
v. Online applications
vi. Development of a cover letter
vii. Typing test
viii. Creation of an email account
ix. Copy/FAX/Scan/Print Services
x. Unemployment claims

- The Arizona@Work Pinal County Resource Room is staffed to assist job seekers with basic questions and job related activities. In the event that a job seeker requires or desires more involved staff assistance with basic services, he or she will be routed to the next available Wagner-Peyser Workforce Specialist.
- In the event that a job seeker shows interest in any of the career services (not basic) that are available, he or she will be routed to our Navigator.

JOBSEEKER FLOW (cont'd)



➢ Navigator

- The Arizona@Work Pinal County Navigator is the single most critical function in the customer's journey through our myriad of services towards the obtainment of gainful employment. This individual will be an expert on the direction of Pinal County's economic development efforts including current in-demand occupations,

targeted industries, labor market information, and sector strategies. In addition, the Navigator will have a thorough understanding of career pathways for in-demand occupations and have the ability to assess an individual's knowledge, skills, abilities, interests, and experiences in order to identify gaps between the job seeker and the job. Based on informal and formal assessments of the job-seeker, the Navigator will recommend a next step strategy which will include one of the three approaches:

i. Return to the resource room for independent services.
ii. Continued self-service
    a. Now that the job-seeker is armed with knowledge of in-demand occupations and career pathways, has a better understanding of self-interests, has been provided a realistic evaluation of his or her knowledge/skills/abilities, and doesn't possess any apparent gaps in occupational skills, he or she may continue to independently utilize center resources in order to identify job and/or career pathway opportunities.
    b. Some job seekers may not want the level of involvement and/or commitment required for further career services and are free to explore the center's resources to a degree of involvement with which they are comfortable.

iii. Assistance with basic services via a Wagner-Peyser Workforce Specialist for:
    a. Resume development
    b. Job referrals
    c. Job matching
    d. Referral to Arizona@Work Pinal County's CareerSTEP
    e. Occupational skill upgrades via Adult, Dislocated Worker, Youth, Vocational Rehabilitation, or any combination as appropriate.
    f. Adult Education for individuals requiring basic education obtainment before entering a career path.

- Arizona@Work Pinal County Workforce Development System Customers
  - The Business and Career Center in Casa Grande is the primary point of entry for jobseekers into the workforce development system. By June 2017, the PCLWDB will explore the feasibility, functionality, and implementation of affiliate sites and access points in order to deliver comprehensive services throughout the county.

Adult and Dislocated Worker Employment and Training Activities

Arizona@Work Pinal County's workforce system is predicated on assisting individuals with barriers to employment. Although "barriers" can be defined in many ways – priority is given to those who qualify for core partner program services and have multiple barriers such as low-income below the 70% Lower Living Standard of Income or below the designated threshold of self-sufficiency wages for employed adult and dislocated workers. Other barriers include disabilities, long-term unemployment, low-income adults and youth with basic skills deficiencies language barriers, and lack of work experience.

A primary target audience for Arizona@Work Pinal County services are individuals receiving public assistance. The table below from the Arizona Department of Administration's Office of Employment and Population Statistics shows the rate of Pinal County residents receiving public assistance is consistent with the overall state levels.

Office of Employment and Population Statistics ADOA

Pinal County Public Assistance Households (2014)

	Pinal County	Arizona	United States
TANF (Temporary Assistance for Needy Families)	2.3%	2.5%	2.8%
SSI (Supplemental Security Income)	4.6%	4.2%	5.3%
SNAP (Supplemental Nutrition Assistance Program)	12.4%	13.6%	13.0%
Medicaid/AHCCCS (Arizona Health Care Cost Containment System) (Individuals)	20.8%	20.0%	17.8%

Source: Produced by the Arizona Office of Employment and Population Statistics using 2014 ACS 5-Year Estimates (DP03, S2701) in cooperation with the U.S. Census Bureau

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The data shows that almost 21 percent of Pinal County residents receive AHCCCS (Medicaid). With 14.7 percent receiving either Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits, Arizona@Work Pinal County will work closely with the vendor providing the TANF Jobs Program services in Pinal County. The Jobs Program is the employment program for TANF recipients, who are required to participate in a work program. Referrals from the Jobs program provider to Arizona@Work Pinal County will be formalized so that TANF/Jobs Program clients are enrolled in the Adult Program.

Similar efforts will be put forth to formalize a referral process with the Supplemental Nutrition Assistance Program. Although Pinal County SNAP residents are waived from the employment requirement of the program, Arizona@Work Pinal County will work closely with the program to

provide access to services that could benefit all SNAP recipients who are interested in pursuing employment.
As stated in the 2012-2016 Pinal County Local Workforce Business Plan, under procedures delineated in Workforce Investment Act Guidance Letter No. 01-13 (June 27, 2013), the Pinal Workforce Development Board defined self-sufficiency (based on family size) for employed adults as 125% of the LLSIL and 150% of the LLSIL for dislocated workers.

Although income is often compared to the federal poverty levels in order to determine the LLSIL thresholds for defining "low-income," these thresholds do not account for living costs beyond a very basic food budget. The federal poverty measure does not take into consideration costs such as childcare and health care that not only draw from an individual's income, but are also determining factors in one's ability to work and to endure the potential hardships associated with balancing employment and other aspects of everyday life. Further, poverty thresholds do not account for geographic variation in the cost of essential household expenses. [3]
In order to determine if the current levels identified for self-sufficiency in Pinal County are accurate, the PCLWDB used the "Living Wage Calculator" [4] developed by the Department of Urban Studies and Planning at the Massachusetts Institute of Technology to revisit the self-sufficiency levels for Pinal County. This calculator uses a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other necessities (e.g. clothing, personal care items, etc.) costs. The living wage draws on these cost elements and the rough effects of income and payroll taxes to determine the minimum employment earnings necessary to meet a family's basic needs while also maintaining self-sufficiency.

The living wage model is a "step up" from poverty as measured by the poverty thresholds but it is a small "step up", one that accounts for only the most basic needs of a family. The living wage is the *minimum* income standard that, if met, draws a very fine line between the financial independence of the working poor and the need to seek out public assistance or suffer consistent and severe housing and food insecurity. In light of this fact, the living wage is perhaps better defined as a minimum subsistence wage.

By using the living wage as the threshold for self-sufficiency in Pinal County, the PCLWDB is raising the self-sufficiency levels for employed adults to 150%, which will match the current self-sufficiency levels for Dislocated Workers. An annual re-evaluation will be scheduled to ensure that the proper self-sufficiency wages are being used to determine eligibility prior to the beginning of each Program Year.

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[3] "Living Wage Calculator" (http://livingwage.mit.edu/counties/04021) and "**LIVING WAGE CALCULATOR User's Guide / Technical Notes (2015 Update)",** Prepared for Amy K. Glasmeier, Ph.D. By Carey Anne Nadeau, Consultant, Open Data Nation / Department of Urban Studies and Planning Massachusetts Institute of Technology

[4] Ibid.

Arizona@Work Pinal County provides services through contracted services with Central Arizona Governments to eligible adults and dislocated workers. Priority for enrollment will be given to those unemployed adults who meet the 70 percent LLSIL threshold as well as qualified dislocated workers regardless of income level.

Individuals will access a full range of services through the designated comprehensive job center, service access points, and partners. Comprehensive center staff will ensure that each customer who comes into the center for employment and training services receives customized services to meet their particular needs. Initial services start out as self-service and progress into tailored staff assisted services through a coordinated approach among partner programs, i.e., the CareerSTEP pathway.

In order to receive program services, qualified adults and dislocated workers will be registered in the Arizona Job Connection (AJC) system – the web based case management and reporting system that also includes the State's job bank and Eligible Training Provider List (ETPL). To help job seekers through this process, computers are available in the comprehensive center resource room as well as at each of the access points in the county. Individuals have access to these computers for AJC registration, job search, and employment applications. Once registered, job seekers are provided with information and methods to directly access or learn more about available services.

The flow chart on page 60 depicts the customer centric service delivery model that will be instituted in the job center to ensure a free-flowing customer experience. Customers will be assigned appropriate staff based on their initial assessment, and referred to the primary program for career services based on their needs and goals.

Arizona@Work Pinal County staff will be trained on the eligibility criteria of dislocated workers. The Navigators described in the Job Seeker Flow will be specifically prepared to identify individuals who may qualify. Staff will also be trained to identify individuals who meet the definition of a dislocated worker - beyond the traditional mass layoff – most likely as a result of a Worker Adjustment and Retraining Notification Act (WARN). Dislocated Workers include self-employed individuals who are unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, and displaced homemakers - individuals who have been providing unpaid services to family members in the home.

Once a customer has been identified as a Dislocated Worker, Arizona@Work Pinal County staff will provide individualized career services as needed, through collaboration efforts among partners. Training services will be made available to dislocated workers whose assessment

results and training justification indicate that training services are expected to lead to full time employment and self-sufficiency.

Unemployment Insurance claimants who have been prioritized and referred to Arizona@Work Pinal County shall be considered to have met the eligibility criteria for dislocated worker services under Category 1. The Dislocated Worker Program offers employment and training programs for eligible workers who are unemployed through no fault of their own or have received an official layoff notice. The program also provides the following specialized re-employment services in collaboration with other partners:

- **Rapid Response**
  Rapid Response services provide short-term early intervention and immediate assistance with layoffs and plant closures. Rapid Response provides early intervention assistance designed to transition workers to their next employment as soon as possible. A multi-agency team coordinates Rapid Response services to affected employers and employees and consists of partner staff in the Business and Career Center.

- **Trade Adjustment Assistance (TAA)**
  The TAA program provides additional benefits for dislocated workers of companies that are directly affected by increased imports or certain shifts in production to other countries. TAA petitions trigger provision of Rapid Response services and specialized training services, the coordinated planning of which will lead to more rapid reemployment.

  Trade-affected workers receive notification that their Trade petition has been approved; the notification instructs them to contact their local TAA Coordinator for services. Making contact with the TAA Coordinator and providing a copy of the petition approval letter meets the Category 1 eligibility criteria for WIOA Dislocated Workers. Co-enrollment will occur for those eligible for TAA services between the WIOA Dislocated Worker Program and TAA. The Business and Career Center does not have TAA staff on site but can coordinate a referral for services. A referral can be facilitated between the Career Planner and the DES State TAA Coordinator.

- **Veterans**
  Coordination will be assured between the Veterans Program and the Dislocated Worker Program. Recently separated U.S. veterans, those within 48 months after discharge or release from active duty, will qualify as a dislocated worker. Also qualifying as a dislocated worker is the spouse of a member of the Armed Forces on active duty, as defined in U.S.C. Title 10 Section 101 (d) (1), who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of

such member; or the spouse of a member of the Armed Forces on active duty (or who has been discharged from the military) who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

The Veterans Program will work closely with the Dislocated Worker Career Planners to ensure that all qualifying veterans' services are coordinated. Case management and career planning via AJC will complement the services available through both programs.

Through the Arizona@Work Pinal County workforce system, adults and dislocated workers in need of training will be provided an Individual Training Account (ITA) and access to lists of eligible providers of training. Individual Training Accounts allow customers to make an informed choice when selecting a training provider, based on the specific information shared by each provider. Each Business and Career Center office must make the State List of Eligible Providers through the Arizona Job Connection website available to customers.

Rapid Response Activities

The Arizona@Work Pinal County Rapid Response Team will be an element of the Business Service function. The WIOA Dislocated Worker Program provides Rapid Response services to assist employers, employees, and communities facing a plant closure, or a substantial layoff due to business curtailment created by foreign competition or economic slowdown.

The Rapid Response Team Leader will coordinate with DES Employment Services, DES Veterans Services, Unemployment Insurance, and other WIOA partners in providing services and resources to eligible individuals and businesses. Depending on the nature of the layoff and requests from the employer, other agency representatives may participate in the Rapid Response Team including DES Trade Adjustment Act staff, union representatives, or other social service agencies.

The Rapid Response Team's initial contact with employers is crucial in establishing relationships among all affected individuals and includes the following:

- The purpose, format, content, and benefits to the employer and employees
- Available programs, service providers, and resources in the local area such as unemployment insurance, re-employment services, job training, Trade Adjustment Assistance, and financial counseling to meet the short and long-term assistance needs of the affected workers
- An assessment of the employer's layoff plans and schedule
- Identification of the employees affected by the layoff, their current wage scale, occupations, skill levels, and length of service,

- Company benefits available to employees, i.e. severance pay, job development/job search activities, relocation or re-employment opportunities, etc.
- Probable assistance needs of the affected workers
- Re-employment prospects for workers in the local community
- Potential for averting the layoff or closure that may be discussed in consultation with state or local economic development agencies, including private sector entities and the Arizona Commerce Authority

The WIOA Dislocated Worker Program is the lead agency for Rapid Response services and makes initial contact with the employer to initiate the Rapid Response process. An affected company will be contacted within 48 hours of receipt of the program's notification of a layoff or plant closure. At the initial employer meeting, an assessment is conducted to include the employer's layoff plans and scheduled layoff dates. Plans are also developed for re-employment prospects such as layoff aversion.

The Rapid Response Team will coordinate all the requested services to be delivered. Generally, services are offered on-site, but can also be arranged off-site, and will consist of, but are not limited to:

- Unemployment Insurance Benefits information
- Dislocated Worker Program
- Employment Services
- Veterans Services
- Labor Union Representation when unions are involved
- Business and Career Center Resources - job search, workshops
- Resume preparation
- Trade Adjustment Assistance
- Community agencies/programs

An employer survey will be conducted after the Rapid Response orientation to gather feedback on the services provided. Follow-up is also conducted with the Rapid Response Team to assess the effectiveness of the information presented to both the employer and employees, as well as next steps in the assistance process.

The threshold for approved Rapid Response services is a substantial layoff affecting more than 10 percent of the workforce or a minimum of 10 employees. If a substantial, layoff is less than 10 employees, the Dislocated Worker Program Manager has the discretion to approve initiation of Rapid Response services.

The Dislocated Worker Rapid Response Team is notified of a reduction in force by the WARN submitted by the employer to the state. Notifications may also be ascertained from news media, employer contact, employee contact, or word-of-mouth. The affected company is contacted within 48 hours of receipt of notification. When the Rapid Response Team is notified of a plant closure or mass layoff, the team can help plan an effective and efficient layoff strategy to help minimize lost productivity. The team contacts a company representative to explain available Rapid Response services as detailed earlier in this section.

Layoff Aversion involves planned, customized activities and services coordinated between the Rapid Response Team and the employer. There are numerous, potential benefits to the employer, affected workers, the community, and the workforce system when layoffs can be averted. In the case of layoff aversion, the employer's role and obligations are well defined upfront, as is the role of Rapid Response in serving both the employer and the affected employees.

Youth Workforce Activities

Central Arizona College (CAC) provides the Arizona@Work Pinal County Youth Program. CAC responded to a Request for Proposal (RFP) issued by Pinal County in March 2016. The RFP evaluation was based on the following factors:

- Program Design
- Experience
- Community Collaborations and Partnerships
- Cost and Budget
- Fiscal Ability
- Meeting the needs of the community

The Pinal County Board of Supervisors approved the proposal in June 2016 and a new contract was put into place in time to continue to provide youth services in Program Year 2016. CAC will offer all required 14 elements of the Youth Program.

Central Arizona College will be the fiscal agent for the project. As noted, CAC provides more than 90 certificate and 50-degree programs and has a long history of providing services and educational opportunities to women, minorities, and individuals from disadvantaged backgrounds. CAC has many transfer and articulation agreements with Northern Arizona University, the University of Arizona, and Arizona State University. The three state universities provide educational programming at the Signal Peak Campus.

The program's goal is for the youth to obtain employment within career pathway or to enroll in post-secondary education or a registered apprenticeship prior to the end of participation. The Youth Program will also provide services to Out-of-School Youth with barriers, with a special focus on supporting the educational and career success of youth participants by accomplishing

outreach and recruitment, intake and eligibility, determination, assessment, development of an individual service strategy, case management, and follow-up services.
Arizona has one of the highest child poverty rates in the country, with Pinal County having particularly high rates of economic deprivation for children. According to the Annie E Casey Foundation, the number of children living in poverty in Pinal County more than doubled from 44,997 in 2010 to 98,431 in 2014. This is demonstrated by the high percentage of Pinal County high school children being eligible for the income-based, federal free and reduced lunch program.

FREE AND REDUCED LUNCH ELIGIBLE STUDENTS PINAL COUNTY HIGH SCHOOLS (2015) (Source: School Reports, Arizona Department of Education, 2015)	
School	***Percent Eligible***
Apache Trail High School	70%
Apache Junction High School	51%
Casa Grande Union High School	60%
Combs High School	38%
Coolidge High School	68%
Desert Winds High School	84%
Florence High School	41%
Maricopa High School	48%
Poston Butte High School	50%
Ray High School	46%
San Manuel High School	63%
San Tan Foothills High School	53%
Santa Cruz Valley Union High School	86%
Superior High School	89%
Vista Grande High School	64%

Arizona has one of the worst high school dropout rates in the nation, and often has the dubious distinction of being in the bottom of state comparisons of these rates. In 2014-2015, the Arizona Department of Education reported that Arizona's high school dropout rate was 3.46 percent. Pinal County's high school dropout rate of 6.3 percent almost doubles Arizona's. Moreover, in Pinal County 15.3 percent of all Native American high school students dropped out during 2015. Additionally, in Pinal County, 13 percent of 16 to 19 years olds are not enrolled in school and do not have a high school diploma. Pinal County's graduation rate of 73 percent is below both Arizona's graduation rate (74.7 percent) and the nation's graduation rate (78.2 percent).

Research demonstrates that becoming a mother in her teens significantly reduces a woman's chances for obtaining the skills and qualifications needed for a reasonable wage, diminishes her employment prospects, and increases her likelihood of living her life in poverty. Only 40 percent of teen moms who give birth at age 17 or earlier finish high school. Girls who give birth at age 17 or younger can expect to earn $28,000 less in the subsequent 15 years after the birth than if

they had delayed motherhood until 20 or 21. Only about 23 percent of the younger mothers go on to earn a GED. Moreover, children of teenage parents are more likely to become teenage parents themselves, thus perpetuating the cycle of poverty begun by a teenage birth.

Pinal County has one of the highest teenage pregnancy rates in America. In Pinal County during 2013, there were 31.5 live births per 1,000 females aged 15-19 years. According to the Centers for Disease Control, the national teen birth rate for 2013 was 26.6 births for every 1,000.

As with all program services offered by the Arizona@Work Pinal County workforce system, Career Planners play a critical role in the overall workforce system. Career Planners serve as the experts who program participants rely on for guidance in preparing a viable service strategy used to map out a blueprint toward economic self-sufficiency and to serve as productive members of the community.

In this capacity, the Career Planners will be provided with onboarding and ongoing training to ensure they are well versed in the overall Arizona@Work Pinal County structure and operational goals. They will provide linkages and referral to supportive services, interaction with classroom and on-site training staff, and other professionals or family members having influence with the youth. In addition, they will also provide or source comprehensive guidance counseling, follow-up and supportive services. Through interaction with the participant, career planners will identify issues and challenges that may impede progress and success.

Four full-time career planners and three part-time career planners led by an experienced project coordinator will conduct outreach and recruitment activities. Although this outreach effort will be directed towards the entire region as a whole, it will be coordinated to focus on communities of highest need at scheduled timeframes during the program year. For example, communities such as Coolidge, Eloy, Florence, Superior, Ray, Kearny, Dudleyville, Mammoth, San Manuel, and Oracle have particularly high rates of unemployment and poverty, and will have large populations of WIOA eligible youth with acute needs.

Youth program staff will engage with out of school youth through information sharing between community agencies, schools, and organizations, as well as print and electronic media campaigns. Career Planners will attend any job or reengagement fairs put on by school districts in order to access youth who are currently not attending school or who have dropped out. Career Planners will reach out to agencies, such as TANF, community and faith-based organizations, probation departments, foster care, employers, and community clubs to assist with finding out-of-school youth.

Equipment available to the program includes CAC's Interactive Television System (ITV), which links every CAC campus and center with nearly all Pinal County high schools and Arizona State University. Other available equipment owned by CAC includes projectors, classroom equipment for specific disciplines or classes, and computer labs.

Project staff will actively encourage individual referrals from human service providers, training centers, nonprofit agencies, faith-based organizations, probation, and local schools. To support this outreach effort, staff will ensure that these organizations are aware of the Arizona@Work Pinal County Youth Program and its eligibility process. This strategy will result in an increased applicant pool and the ability to coordinate services, share assessment information, and leverage resources once young people enroll in the program.

Career Planners will be assigned to the Arizona@Work Comprehensive Center and to each of the CAC campuses.

Location	**# of Career Planners**	**Service Delivery Area**
Arizona@Work Comprehensive Center	1 Fulltime 2 Part-time	Maricopa and Signal Peak Campus Area Note: The two part-time Career Planners will focus on Intake, Enrollment and Follow-up
Superstition Mountain Campus	1.5	Northeastern Pinal County Note: The part-time Career Planner will assist covering Superstition and San Tan.
San Tan Campus	1.5	San Tan Valley and Florence
Aravaipa Campus	1	Copper Corridor

The Career Planner assigned to the Aravaipa Campus will also serve on the Business Services team to provide outreach to employers countywide, while also administering the Work Experience component for both the youth and the training providers. Employers will also be trained on Adult Mentoring activities to assist youth with their program of study or employment activities.

Apache Junction High School and Coolidge High School will participate in and help facilitate outreach activities that increase students' awareness about the benefits of participating in the Youth Program. The school counselors will be able to refer eligible students who have dropped out to the program.

The following elements will be available to participants of the Youth Program and used to develop a detailed service strategy:

Element #1 *– Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to the completion of the requirements for a secondary school diploma or its recognized equivalent*

Tutoring and study skills - Tutoring will be available to all youth when it is determined through assessment that a need for additional educational assistance will be beneficial for ongoing

success. Arizona@Work Pinal County Youth Career Planners will work closely with instructors and tutoring programs within the youth's educational setting to ensure that the necessary academic support is provided.

• Tutoring and study skills classes are available at CAC campuses to college students and community members, as needed.

• Several of the region's high schools have additional tutoring and study skills programs available for their students.

If on-campus tutoring is unavailable or not complimentary to the needs of the youth, Career Planners will assist in accessing other tutoring services or summer school.

Career Planners will refer out of school youth to agencies that provide tutoring assistance to improve basic academic ability or to support GED/HSE Preparation. For example, in Casa Grande, the Salvation Army has a computer lab with education software that individuals can use to improve their basic academic skills. Coolidge Youth Coalition has volunteer tutors to help Coolidge youth prepare for the High School Equivalency preparation. The Apache Junction Library provides computer labs with educational software available to the community. Additionally, Central Arizona College offers a full range of GED and workforce preparation activities throughout the county.

A study skills program's benefits include improved writing skills, enhanced reading comprehension, and increased organizational skills. These benefits can result in increased academic performance (as measured by GPA and classroom attendance, for example) and higher rates of student retention and graduation. The following key points are the typical content of a study skills program. Many of these topics are also offered in a "Pathways to Success" workshop model that is free to the community, students, and staff utilizing the ITV network making these classes available to the entire Pinal County area.

Taking Notes	Increasing Vocabulary	Reviewing Study Guides
Principles of Clear Writing	Using an Organizational Planner or Assignment Book	Reading Comprehension
Working on Group Projects	Website Evaluation	Making Up Possible Questions
Organization	Studying Similar Subjects at Separate Times to Avoid Confusion	Basic Understanding of Content
Studying with Friends	Test Taking Strategies	Testing Yourself
Time Management	Reviewing After Lectures	Extracting Important Details
Drill and Memorization	Reviewing Notes	Thinking Skill Development
Avoiding Procrastination	Answering Easy Questions First	Increasing Concentration
Reading the Directions	Improving Reading Speed	Effective Listening
Critical Reading	Answering Questions Directly	Using Memory Effectively
Reading Through the Entire Test	Active Reading	Looking Back
Comprehension	Understanding the problem	Asking questions as you read or listen
Avoiding Distractions	Devising a plan	Problem Solving
Application	Carrying Out The Plan	Keeping Lists of Commonly Used Facts, Tables and Charts
Paying Attention in Class		

The Arizona@Work Pinal County Youth Program will incorporate strategies that leverage the following programs offered to Central Arizona College students.

- The Career Transitions Program will offer a three credit course, which includes career exploration and planning, financial literacy, college and career readiness, academic preparation, life planning, goal setting, self-advocacy, and creation of a 10-year life plan

and professional/academic e-portfolio (includes cover letter, resume, and other employment related information on the student's own website).

- Gateway to College will be available to high school students. This activity will include the same information as the Career Transitions Program, but will also have life skills, study skills, tutoring, and basic education skills embedded in the course. Research has shown that the sooner youth begin to think about and plan for their future career and life goals, the better the retention and completion rates for both high school and secondary education.

- Instruction that supports basic education skills will be provided by CAC and the collaborating high schools. The Career Planners will be responsible for coordinating training; communicating skill attainment goals; developing a specific educational plan with schools/adult education programs; and monitoring progress toward skill attainment outcomes. In all cases, the Career Planners and participants will mutually establish specific basic skills goals. Training objectives and evaluation of achievement will be outlined to promote goal attainment while providing numerous opportunities. Basic education training is provided to young people, whose academic assessment results indicate English, reading, writing, or computing skill levels at or below grades 8 and 9. The following identifies Basic Education Skill attainment that focuses on achieving successful outcomes in the training areas listed.
    - Skill Attainment Training Area
    - Outcome
    - Basic Education Skills
    - Improvement in Reading, Language, and/or Math education levels
    - Required Education
    - Successful completion of coursework and attainment of high school credit or obtaining a high school diploma or GED/HSE
    - English Language Learners

For example, we will refer in-school youth to existing before and after-school activities and encourage them to stay in school and graduate. Project staff will provide positive role models for participating youth and engage parents in their children's education whenever possible. Moreover, the project will encourage young people to make constructive contributions to organizations and communities through service learning and work experience.

Element #2 *- Alternative secondary school services, or dropout recovery services, as appropriate.*

All out-of-school participants who lack a high school diploma or equivalent will be required to enroll in a High School Equivalency program. Alternative secondary school partnerships and linkages include school districts, charter schools, and other adult education agencies.

To support dropout recovery, all 14 Youth Program elements, will be available to map out individual service strategies.

Youth are always encouraged to stay in high school, if that is an option for them; otherwise, they are referred to a GED/HSE program. Education services leading to skill attainment for a participant who has dropped out of high school will typically take one of several forms, depending on his or her education status, individual circumstances, and functional level of basic skills. Whenever appropriate and possible, youth who have dropped out of school will be encouraged to re-enroll in their local high school. This is the optimum course of action for youth who have reasonable expectations of graduating with their cohort class, were progressing adequately while in school, or were not expelled or placed on long-term suspension.

Enrollment in alternative school within the youth's school district or at a charter school is an option if he or she is in need of an accelerated graduation plan offered by these schools, requires a non-traditional educational environment to maximize learning, or has behaviors that preclude re-enrollment at his or her local high school.

Enrollment in an Adult Education program can provide educational opportunities for youth, including those who elect not to return to high school and those denied enrollment in a traditional high school. Adult Education services can be an option for out of school youth who attained a secondary school diploma or its equivalent, but are basic skills deficient. CAC provides English as a Second Language instruction and High School Equivalency instruction at several sites within Pinal County.

CAC will strive to ensure that youth remain in high school, if that is an option for them, and graduate. The Career Planners will advocate for youth with teachers, guidance counselors, and other school and college staff. By communicating assessment results with school staff and parents, students will benefit from concerned adults encouraging their academic success and will be more likely to further their education. As necessitated by law, all participants will be required to sign a release form that allows assessment-related information to be shared and reviewed for education and employment purposes.

Element #3 *- Paid and unpaid work experiences that have academic and occupational education as a component of the work experience*

CAC students participating in the Arizona@Work Pinal County Youth Program will be able to use the college's student employment services to identify job opportunities. This type of work experience provides youth with an introduction to the world of work. The career planners will help youth identify, prepare for, and apply for these work experiences. These experiences will provide career exploration through a structured exposure to work and an introduction to opportunities in high demand occupations and industry clusters. The proposed project budget contains a line item to fund subsidized employment. Twenty percent of the overall budget is dedicated to funding work experiences.

The work experience will complement academic instruction by providing a context for the practical application of learned skills. Work sites may be in the public, private non-profit or private sector, and will be developed to provide an experience that approximates a "real work" situation. Work experiences may be paid or unpaid depending on various factors, such as the intensity and duration of the experience. Worksite assignments will be based on the youth's objective assessment, the Individual Service Strategy (ISS), commitments from employers, opportunity for employment upon completion of training, the worksite's ability to integrate basic academic skills into work/training activities, and Child Labor Laws. The Career Planners will provide the worksite supervisors with a workshop that covers the methodology involved in training and evaluating occupational skills and work readiness skills.

The participant's career planner will communicate with the worksite supervisor to identify at least six employer-specific occupational skills, training objectives, and a training plan that produces proficiency in the particular job. A formal worksite training agreement will articulate the training plan. The career planners will provide the worksite supervisors with an overview of approaches and strategies that facilitate on-the-job learning.

Element #4 *- Occupational Skill Training*

Arizona@Work Pinal County Youth Program participants will be exposed to in-demand industry clusters to increase participation in high demand employment sectors that offer high wages. Training will result in an earned credential such as a certificate, diploma, license or degree.

The ISS will document all activities resulting in training selection, the leveraging of financial aid, and community based support for training. Occupational skills training will conform to Arizona Skill Attainment System requirements. Thus, the training may provide a combination of on-site skills development and classroom-based skills development. On-site occupational skills training typically occurs during the work experience activity. Training institutions that have met the Eligible Training Provider List (ETPL) standards will provide classroom-based skills training. Arizona@Work Pinal County Youth Program staff will communicate with the classroom instructor to identify specific occupational skills, training objectives, and a training

plan. In both on-site and classroom-based training, participant progress will be assessed on a continuous basis. Training duration and/or methodology will be modified as necessary to provide the opportunity for skill attainment.

Work Readiness Training is a scheduled activity for participants whose pre-assessed levels of proficiency in work readiness skills indicate a need for this training.

Participation in this activity can occur at any time following a comprehensive assessment and is determined by participant need and the sequence of activities outlined in the ISS. The duration of training will vary, based on the participant's learning pace, degree of deficiency, and program goal(s). The Career Planners will be the primary providers of work readiness training to ensure that the specific requirements for skill attainment are met. Collaborating business partners may offer supplemental workshops that provide for exploration of industry clusters and postsecondary opportunities.

The career readiness workshops will teach skills and knowledge related to career and personal awareness, understanding and accessing the labor market, daily living skills, job seeking skills, punctuality, attendance, presenting a neat appearance, exhibiting good conduct, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. The following outlines the specific content of the training components in youth workshops.

- Making Career Decisions
- Being Consistently Punctual
- Using Labor Market Decisions
- Maintaining Regular Attendance
- Preparing Resumes
- Demonstrating Positive attitudes/behavior
- Filling Out Applications
- Presenting Appropriate Appearance
- Interviewing/Follow-Up Letters
- Exhibiting Good Interpersonal Relations
- Survival/Daily Living Skills
- Completing Tasks Effectively

The curriculum addresses the specific learning objectives (indicators) delineated in the skill attainment system/workplace standards. Emphasis is placed on values clarification, self-perception, motivation and employer expectations, and the practical application of these skills in relation to work.

This approach is designed to combine work readiness skills training with work experience or training in basic education or occupational skills, and to use these activities to assess the participant's ability to demonstrate workplace skills. This approach is consistent with principles of competency-based learning and instruction and is supported by national field studies

indicating that job-keeping skills are most effectively trained and measured in a work or simulated work environment. Therefore, whenever possible, the classroom portion of work readiness skills training will be followed by a paid or unpaid work experience. All participants will be required to have work readiness training prior to being placed in a work experience position.

CAC also has work readiness classes that will be available for Arizona@Work Pinal County Youth participants. The career planners will be able to incorporate the content of these existing classes into the work readiness training they provide.

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

During their work experience, Youth participants will have the opportunity to develop and demonstrate soft skills and competencies learned in the work readiness classes and workshops. As noted, all participants will be required to attend a Work Readiness workshop prior to placement at a work experience site.

Education will be offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster and requires integrated education and training. The three components for integrated education and training programs are as follows:

1. Adult education and literacy activities such as basic academic skills training, critical thinking skills, or digital literacy skills;
2. Workforce preparation activities such as self-management skills grooming for employment, or following directions; and
3. Workforce training such as occupational skills training, on-the-job training, job readiness training, or customized training.

The Career Planners will provide activities that help youth transition to post-secondary education and training by utilizing the following strategies

- Informing participants of legal responsibilities after turning 18;
- Assessing participant strengths, abilities, and interests;
- Helping participants prepare and submit post-secondary education applications and financial aid;
- Investigating and applying for scholarships; and
- Developing a portfolio that demonstrates accomplishments and competencies.

Youth participants will be encouraged to take advantage of Transitions courses that will be offered during the fall at Central Arizona College. These participants can also participate part time in their work experience assignment while attending school. Both of these activities will

assist with training on the following services based on Pinal County labor market and employment information.

- Career awareness;
- Career exploration;
- Career counseling;
- Labor market trends;
- High demand occupations; and
- Job openings.

Element #6 *- Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.*

The Arizona@Work Pinal County Youth participants will gain leadership experiences and exposure to leaders through service learning projects, team leadership training, life skills training, and soft skills training. For example, as noted above, the work readiness workshops will incorporate visits from Arizona@Work Pinal County Youth participants who have already completed this training. The Career Planners, peers, success coaches, and partnership personnel will provide examples and models of leadership.

Youth participants will be recruited to participate on the PCLWDB Youth Committee, as needed. Participating youth will gain experience in several requirements of leadership, including decision-making, being respectful of other people's opinions, being able to reach consensus, and working with other people to overcome problems and challenges.

Community Service and peer centered activities will provide linkages to community partners to ensure that parents, youth participants, and members of the community with experience in youth programs are involved in the design and implementation of the Youth Program. Opportunities will be made available to individuals who have successfully participated in the youth program to volunteer and assist participants in the form of mentoring, tutoring and/or other services and the program will provide appropriate connections between the Youth Program and the Arizona@Work Pinal County system to foster participation with local youth.

Agencies that can assist with guiding youth are justice and law enforcement officials, public housing authorities, Job Corps, Boys and Girls Clubs, representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives. Youth Program staff will assist with coordination and provision of youth services, linkages to the job market and employers, access for eligible youth to resources, information and services, and other activities designed to meet the purposes of the youth program and youth services.

Element #7 *- Supportive services*

Supportive services will be available throughout the youth's participation. Supportive services will provide participants with the assistance necessary to complete the agreed upon program activities and transition to employment, postsecondary education, and/or advanced training. Support may include assistance with transportation, childcare, housing, referral to medical services, appropriate work attire, and work related tools. Whenever possible, support services will be accessed through in-kind contributions and/or reduced fees for services in order to maximize available resources. Funding is also allocated in the project's budget for supportive services.

The provision of supportive services includes linkages and interaction with classroom and on-site training staff, interaction with other professionals or family members having influence with the youth, and performance coaching/counseling. Effective case management plays a significant role in the provision of comprehensive guidance counseling, follow-up and supportive services. Staff will be responsible for documenting the delivery of services, progress toward goals, and goal attainment. This is accomplished through ISS development and revision as well as case notes maintained online through the Arizona Job Connection and the participant's hard file.

Element #8 *- Adult mentoring for a duration of at least 12 months that may occur both during and after program participation.*

The purpose of adult mentoring is to build supportive relationships between youth and adults and to provide young people with positive adult role models. Mentoring within the program will occur in various ways. Informally, teachers, counselors, worksite supervisors and Arizona@Work Pinal County Youth staff will fulfill the role of mentors to participants. These adults can help the Arizona@Work Pinal County Youth participants to make wise decisions about their future and will provide encouragement and emotional support. When appropriate, the Career Planners will refer participants to formally organized and recognized adult mentoring programs. The career planners will document the time each participant spends being mentored and will record issues that are communicated to them by either the participant or the individual providing the mentoring. Adult Mentoring for the period of duration of 12 months would occur during participation and during follow-up services after exit from the program. Youth would be referred to agencies that could continue to provide support, services, guidance and counseling. The youth program would coordinate with the organization it refers a participant to in order to ensure the continuity of service.

Element #9 *- Follow-up services for not less than 12 months after the completion of participation.*

The Career Planners will provide follow-up and retention activities to ensure youth are provided with the necessary supports and services following program completion and transition to post-exit status. The requirement for a minimum of 12 months of follow-up services can contribute to

the continued growth and development of the participant, and are consistent with youth development principles: improvement of academic achievement, support to complete post-secondary education, preparation for successful employment, and access to necessary supportive services to ensure successful outcomes. The identification of barriers prohibiting self-reliance and productive citizenship is central to a comprehensive follow-up strategy. Additionally, maximizing program performance must focus on retention/post-exit strategies, as status during the second and fourth quarters following program exit is key to core youth performance measures.

Program staff will maintain responsibility for providing follow-up services to participants, as well as maintaining regular contact with participants, supervisors, and/or training/education providers to monitor the youths' status, identify and provide necessary supports, and intervene as needed. Staff will perform scheduled contacts. In addition, program leadership will coordinate follow-up activities to enhance post-exit services, thus resulting in increased positive retention-related performance.

Element #10 *- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual participant.*

Comprehensive Guidance and Counseling is part of a process of helping youth make informed educational, occupational, and life choices. A consortium will provide a comprehensive guidance and counseling program to develop competencies in self-knowledge, educational and occupational exploration and career planning. If a youth requires drug and alcohol or mental health counseling, a referral can be made to community based behavioral health agencies such as Pinal Hispanic Council or Horizon Human Services, both of which provided free counseling for clients in Pinal County.

Element #11 *- Financial literacy education*

Financial literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. Financial literacy education enables young people to start positive habits early (such as saving money and budgeting) and to avoid making decisions that could result in years of financial difficulty, such as incurring an unmanageable level of credit card debt. Surveys indicate that the majority of teens do not understand that credit cards accumulate interest and are neither able to balance a checkbook nor check the accuracy of a bank statement. Additionally, studies indicate that a sizeable majority of college students have at least one credit card, as well as have incurred several thousand dollars in credit card debt while in school. A recent Federal Deposit Insurance Company (FDIC) survey indicated that a large majority of surveyed teens are eager to learn more about how to manage and handle their money.

Youth will participate in Money Management workshops utilizing online modules, which will give them a better understanding of U.S. currency values, how to count bills and coins to pay or

give money, how to use vending machines and ATMs, improve basic banking skills, including paying with a debit card and depositing money, and become familiar with the process of paying bills and filling out tax forms. Participants will also learn the following subjects to better manage their money:

Money Management Workshops

- Module
- Description
- Bank On It
- An introduction to bank services
- Check It Out
- How to choose & keep a checking account
- Setting Financial Goals
- Money management/Retirement & Investing
- Pay Yourself First
- Why you should save, save, save: Budget/Saving
- Borrowing Basics
- An introduction to credit
- Charge It Right
- How to make a credit card work for you
- Paying for College & Cars
- Installment loans
- A Roof Over Your Head
- Informed decisions on apartments & homes

The Youth Program will continue to participate in and develop the United Way Pinal County's Financial Literacy workshops. The WIOA core partners participated in a pilot program during June-July 2016. The eight-hour pilot consisted of four two-hour sessions held at the Business and Career Center. Based on an evaluation of that pilot it was decided that attendance would be better served by offering the workshops twice a week for four hours each or once per month for a single eight-hour session. The workshop is structured to encourage participant engagement with individual and group exercises and focus on understanding.

The workshop covers the following topics:

- Brainstorming Common Financial Problems
- Brainstorming Possible Solutions to Pay Debt
- Money Management Learned as a Child
- SMART Goals/Goal Setting
- Monthly Income and Expenses
- Daily Spending Habits
- Net Worth Assessment Worksheet

- Money and Emotions
- Resource Map
- Risk Assessment

Element #12 *- Entrepreneurial skills training*

Entrepreneurial skills training provides the basics of starting and operating a small business. These trainings develop the skills associated with entrepreneurship and may include, but are not limited to:

- Taking initiative;
- Creatively seeking out and identifying business opportunities;
- Developing budgets and forecast resource needs;
- Understanding various options for acquiring capital and the trade-offs associated with each option; and
- Communicating effectively and marketing oneself and one's ideas.

Workshops will be organized, as needed, for youth and the information will be included in ongoing training by the Career Planners.

The Central Arizona College Small Business Development Center (SBDC) can assist youth with one-on-one confidential counseling where counselors use their real-life business ownership and management experience to give clients advice that is relevant and practical. SBDC services include, but are not limited to, assisting businesses with wellness evaluations, financial, marketing, production, organization, engineering and technical problems, as well as feasibility studies, including: Accounting, Financial/Loan Packaging, Advertising, Government, Procurement, Business Plan Development, Market Research & Analysis, Business Startup, Management Issues, Cash Flow Management, Marketing, Commercialization of Technology, Personnel, Computer Applications, Positioning, Customer Analysis, Pricing Strategies, Environmental Management, Promotion, Exporting, Strategic Planning.

Element #13 *- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.*

It is important for participants to make career choices based on a good understanding of labor market information pertaining to their vocational interests, such as the current and projected availability of employment opportunities.

Career Planners will be informed and literate in interpreting labor market information and accessing online tools that will enable participants and the career planners to obtain valuable information about careers, labor market conditions, and where jobs are located. Some of the tools that will be utilized to assist in the fact based decision-making process include:

- *EMSI* - an economic modeling company under contract with CAC;
- The *Arizona Career Information System (AzCIS),* which helps people explore and set career and educational goals, connects majors to the world of work, locates scholarships, prepares people to transfer to another institution, and finds graduate schools;
- *My Next Move*, an online tool that people use to search careers by key words or browse careers by industry type. Additionally, My Next Move can answer questions about careers that participants might enjoy and will then suggest careers that match the participant's interest or training; and
- Utilization of *O*NET*, the nation's primary source of occupational information. O*NET contains information on hundreds of standardized and occupational-specific descriptors. The database also contains career exploration tools, career assessment instruments, and an interactive application for exploring and searching occupations.

With encouragement from the Career Planners, participants will also be able to attend job fairs sponsored by the Arizona@Work Pinal County and those that CAC regularly arranges and holds for its students and the wider public. The job fairs not only feature private and public entities looking for workers but also involve organizations seeking to provide careers in various fields, recruiting for internship and volunteer positions or providing continuing education information.

Element #14 *- Activities that help youth prepare for and transition to post-secondary education and training.*

Consistent with the CareerSTEP pathway, all new enrollees in the Arizona@ Work Pinal County Youth Program will be required to complete the workshops and activities listed below based on assessed need. The Career Planners will develop a schedule of activities with the participants as soon as they are enrolled. Each participant will understand that services such as payment of college tuition and support services hinges on their participation in the workshops and activities. This requirement will be documented in the participant's ISS, which he or she will sign.

The following lists the special programs and activities that will help youth prepare for and transition to post-secondary education and training:

- Adult Mentors;
  - Adult mentoring for first year college students – collaboration with other CAC grant projects and programs, as needed;
- Co-Enrollment in other Arizona@Work partner programs;
- Courses allowing high school students to obtain high school credit and college credit simultaneously;
- Career Exploration;

- On-line career exploration, overview of college classes that prepare students for employment in specific fields, field trips. Use of O*NET (on-line job and training search program) and GCFlearnfree.org;

- Applying for federal financial aid (i.e. Pell Grant);
  - Scholarship and Financial Aid Opportunities - As per federal requirements, all WIOA eligible youth enrolled in college must apply for a Pell grant. The career planners will ensure that all WIOA eligible youth either attending college or enrolling in college complete the federal financial aid form (commonly known as FAFSA).
- Work Readiness workshops;
  - Training in soft skills, resume preparation, job searches, standards of professional dress, etc. Students may need an income while they are in college or are in a post-secondary training program;
- Financial Literacy workshops;
  - Provides the prerequisite knowledge required for financial literacy and money management.

CAC offers Promise for the Future, a scholarship program designed to encourage students in Pinal County to stay in high school and graduate with a 2.75 grade point average. Students along with their parents sign a contract of commitment during the students' eighth grade year. Students graduating with the required minimum GPA from a Pinal County High School receive a Promise for the Future Scholarship, which entitles them to a full tuition waiver to attend any CAC campus for up to four semesters. To date, more than 2,000 high school students have signed Promise for the Future contracts.

Although under WIOA, there is an emphasis on serving out of school youth, in-school youth are not to be ignored. The Youth Program will make an effort to reach out to students who have signed Promise for the Future agreements. The financial benefits provided by the Promise for the Future scholarship, coupled with the support provided by the Arizona@Work Pinal County Youth program, would provide students with the additional support they need to complete their educational goals.

CAC offers dual enrollment courses in the areas of general education (transfer track) and courses that prepare students for work in specific fields. The students are required to complete the college entrance exams in both instances. Offering dual enrollment provides high school students with the opportunity to obtain high school credits and college credits simultaneously.

Arizona@Work Pinal County Youth participants will assist in the development of their Individual Service Strategy plan and agree to accomplish the established goals and will actively participate in their agreed upon activities. They will understand that their plan can be updated periodically or modified to meet changing needs. The youth participants also understand that supportive services are provided on an individual need basis and that, a lack of commitment, participation, or follow-through on their part may impact supportive services and may result in

being exited from the program. They also understand that continued education is contingent upon successful completion of coursework with a “C” or better in all classes and they will need to provide progress report/grades every semester and agree to follow up service for one year after exiting the program.

The Youth Program will provide linkages to the Pinal County communities and Arizona@Work partners to:

- Ensure that parents, youth participants, and members of the community with experience in youth programs are involved in the design and implementation of the WIOA Title I Youth Program.
- Make opportunities available to individuals who have successfully participated in the youth program to volunteer and provide assistance to participants in the form of mentoring, tutoring and/or other services.
- Provide appropriate connections between the youth program and the Arizona@Work Pinal County system that will foster participation with local youth and include:
    - Local area justice and law enforcement officials;
    - Local public housing authorities;
    - Job Corps representatives;
    - Representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives;
    - Coordination and provision of youth services;
    - Linkages to the job market and employers;
    - Access for eligible youth to resources, information and services
    - Other activities designed to meet the purposes of the youth program and youth services

The Youth Program will administer assessments to individuals with disabilities who will be provided appropriate accommodations according to the guidelines associated with the assessment tools used to determine functioning levels, Section 188 of WIOA, and Arizona@Work Pinal County policy. The following tagline is used on all documentation and marketing materials: “Equal Opportunity Employer / Program - Auxiliary aids and services are available upon request to individuals with disabilities.”

Youth service strategies are based on careful research into the best practices for providing services to in-school and out-of-school youth. This research has helped Central Arizona College avoid ineffective strategies such as one-size-fits-all single-solution programs, assessments that measure only failure and weaknesses, and programs that put young people into the same setting or structure where they struggled before. The research also supports efforts to include effective strategies that will foster the participants’ recruitment, retention, and completion.

Research into the best practices employed by programs to serve out-of-school and at risk, youth show that they are carefully designed to reduce “risk” and to boost “resilience”. “Risk” can connote both a potentially negative state of being and a well-defined point of entry for the delivery of services. In either case, the term risk leads practitioners to consider needs and strategies to foster the well-being of youth. Risk factors can include individual/peer factors (e.g., friends who engage in problem behavior), family factors (e.g., family management problems, family conflict, family history of problem behavior), school factors (e.g., early academic failure and conduct or attendance problems), and community factors (e.g. availability of drugs, low neighborhood attachment, and severe economic deprivation).

Resilient youth “bounce back” from setbacks and challenges. Resilient youth have “assets” that act as protective factors to support and encourage healthy development, and help teens avoid negative behaviors like dropping out of school, using alcohol or other drugs, teen pregnancy, and incarceration. Research of resiliency indicates that even severely at-risk youngsters can develop into confident, competent and caring adults if families, communities and schools define important assets and partner on strategies to promote resiliency. Schools, families and communities that support resilient youth tend to have three common characteristics: caring and supportive relationships, positive and high expectations, and opportunities for meaningful participation. The Arizona@Work Youth Program will promote these characteristics in its delivery of services.

Orientation for Participants: The Career Planners will provide an orientation to all interested youth, to ensure potential applicants understand the program’s benefits, policies, service options and expectations regarding joint responsibility, attitude, behavior, and commitment. The eligibility determination process, application, and required documentation (proof of age, citizenship/registered alien status, address, income, etc.) will be explained. The youth and/or parent/caregiver, as appropriate, will be apprised of the procedures for scheduling eligibility appointments. The Career Planners will also maintain a list of potential applicants, and follow up with the youth and the parent/guardian (for youth under 18 years of age) to determine additional services that may be needed to ensure completion of the application process.

Eligibility must be determined prior to providing program services to the participant. Youth must be low income as defined by WIOA Regulations and between the ages of 16 and 24 and out of school at the time of enrollment. At least 95 percent of registered participants would be economically disadvantaged (unless they have a qualifying barrier to education or employment); however, the Youth Program will ensure that not more than five percent of participants enrolled in the program year are eligible based only on the “requires additional assistance to complete an educational program or to secure and hold employment” criterion.

Registration/Enrollment: Per WIOA requirements, potential participants must provide eligibility information prior to enrolling in the program. Thus, staff will meet to review the information provided prior to enrollment. During the meetings, they will determine whether each applicant is

ready to make the commitment to actively participate in and benefit from the Arizona @ Work Pinal County Youth Program. If a youth is ineligible for participating in the program or is not interested in participating, the Career Planners will be able to refer the person to a partnering agency or to another organization that can provide the support needed.

Assessment – The Career Planners will conduct careful assessment of each youth. A continuous process during the participant's involvement in the program, the assessment evaluates progress, performs a goal setting and attainment process, and documents outcomes. "Objective Assessment" is the first activity following a youth's enrollment in the program. This client-centered process identifies the participant's interests, aptitudes, goals, skills, work/education history, motivation, barriers, life circumstances, and supportive service needs.

Objective Assessment is typically completed at the time of enrollment. The assessment tools will be the Test of Adult Basic Education (TABE) for reading, math and language and the O*NET Career Interest Inventory. The Arizona@Work Pinal County Youth Program will use the TABE Online assessment, the same version as the WIOA Title II Adult Education partner uses. Test results can be shared between partners for out-of-school youth who are attending GED/HSE classes.

To serve youth in the more rural areas of Pinal County, Arizona@Work Pinal County Youth program purchased laptops that have the assessment software loaded on them for students to use for online assessments anywhere in Pinal County. The Career Planners will be able to proctor these assessments by going to where the participants are located and this will help with transportation difficulties.

Participants will have the option and will be encouraged by the Career Planner to complete a WorkKeys® assessment. WorkKeys will help CAC to identify youth who have the basic skills required to be successful in a given position or career. Developed by ACT, the WorkKeys assessment system is a comprehensive system for measuring, communicating, and improving the common skills required for success in the workplace. It allows these skills to be quantitatively assessed in both individual persons and in actual jobs. Successful completion of WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the National Career Readiness Certificate™ (NCRC®), a portable credential earned by more than 3 million people across the United States. Issued at four levels, the NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations. Central Arizona College is an official testing site for WorkKeys.

The Individual Service Strategy (ISS) is both the initial step in the assessment and the final step in plotting the participant's path in relation to the proposed program design. The Career Planner and the participant will develop a plan based on information gathered during assessment. The ISS describes the youth's commitment to the program and estimates how long he or she will need to participate.

To develop the ISS, each youth will meet with his/her assigned career planner to establish goals based on assessment results, develop a strategy to meet those goals, and understand the program's specific steps, supports, actions, and expectations. The ISS planning efforts will result in an appropriate mix and sequence of training and services to address barriers and training needs. The career planner and the participant will review the ISS on a quarterly basis to ensure adequate progress and to identify and review any changing needs or circumstances.

As a youth receives services listed in the ISS, ongoing assessment will identify gains and improvements in academic levels, skills, and developmental needs. If there are gains and improvements, the ISS will change to meet the youth's evolving needs, ensuring that ongoing services remain appropriate to the participant. The program will develop service strategies that identify career pathways that include employment and education goals, appropriate achievement objectives, and appropriate services based on the objective assessment results. The ISS also strengthens the Arizona@Work Pinal County Youth Program accountability, by justifying and recording decisions made about the participant's training, services, and referral to other programs and/or supportive services.

The Individual Service Strategy plan will also provide:

- Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- Preparation for postsecondary educational and training opportunities;
- Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
- Preparation for unsubsidized employment opportunities, in appropriate cases; and
- Effective connections to employers, including small employers, in in-demand industry sectors and occupations of local and regional labor markets.

Communication is critical to retaining and engaging youth clients. Arizona@Work Pinal County Youth Program staff will contact participants between appointments in order to keep the lines of communication open and to develop a relationship that encourages future participation. Regular contact will occur not only during assessment and enrollment activities, but also throughout participation in the program.

A primary purpose of the Arizona@Work Pinal County Youth Program is to assist youth in finding entry-level employment and advance in the workforce through education and training. Finding good jobs in many of Pinal County's local communities is particularly challenging. However, CAC provides certificate and degree programs that prepare students for careers in the regional economy's growth sectors, which include healthcare, alternative energy, and heavy equipment operation, for example. Employment guidance counselors/advisors working with the Arizona career and business system, local schools, and the college will be able to assist

participants with developing career plans. In addition, the Arizona@Work Pinal County Youth Program's career planners will be able to provide career guidance.

CAC has access to the Arizona Career Information System, O*NET and GCFLearnFree.org, which are online tools that allows students and community members to explore potential careers.

Students can enter a keyword of whatever career suits their interest and then can quickly learn about employment prospects in the field, job opportunities, income potential, and the education and training it would take to accomplish their goals.

CAC will link the Individual Service Strategy to the performance indicators and include connections to employers of all types, especially in in-demand industry sectors and occupations by provision of detailed paid or unpaid Work Experience opportunities for each participant that is interested. These employers will also be trained to be Adult Mentors and the youth placed at the work site will be trained on workplace readiness skills prior to beginning employment.

Youth participants will be exposed to pre-apprenticeship or apprenticeship programs that fit their training or employment plan and goals. They will also be co-enrolled into the Adult program, if that allows them to take advantage of greater opportunities than the youth program alone can provide.

The Arizona@Work Youth Program will continue to partner with Arizona Department of Economic Security, Vocational Rehabilitation programs for disabled individuals and will continue to work closely with the CAC Disability Resources Coordinator for students in training programs. Some of the youth participants are dual enrolled in both the Youth Program and Vocational Rehabilitation and the partnership works very well to benefit the youth participants who needed assistance and support.

Drug and alcohol abuse is one of the recognized barriers for at-risk youth. Youth with drug and alcohol abuse may have additional issues that underlie their substance abuse, such as being homeless or transient, abused sexually, physically or emotionally, mentally ill, neglected at home or live in stressful family environments, lacking social or emotional supports, and negative peer pressure.

Youth who struggle with these issues will be referred to resources in the community who will assist them with a needs assessment and counseling. Referrals to counseling appropriate to the needs of the individual are given to participants and partnerships with local resources, such as Horizon Health and Wellness, the Casa Grande Alliance, Pinal Hispanic Council, and other counseling agencies.

Youth Program career planners will use SMART (Specific, Measurable, Achievable, Relevant, Time) goals to help youth participants set realistic and manageable goals for education and employment.

Setting goals help youth identify roadblocks that they may face on their way towards achieving their goals by encouraging them to take advantage of resources, transportation assistance, supportive services, time management, and a safe environment to be able to make good choices.

The Career Planners will provide follow up services to youth who have completed the program. The follow-up process will monitor the participant's transition to employment and/or further education and will provide assistance when needed. Staff will provide follow up services for at least one year after participants exit the program. The Career Planners will provide follow-up and retention activities to ensure youth are provided with the necessary supports and services following program completion and transition to post-exit status. The requirement for a minimum of 12 months of follow-up services can contribute to the continued growth and development of the participant, and are consistent with youth development principles: improvement of academic achievement, support to complete post-secondary education, preparation for successful employment, and access to necessary supportive services to ensure successful outcomes. The identification of barriers prohibiting self-reliance and productive citizenship are central to a comprehensive follow-up strategy.

Maximizing program performance must focus on retention/post-exit strategies, as status during the second and fourth quarters following program exit is key to core youth performance measures. Staff will maintain responsibility for providing follow-up services to participants, as well as maintaining regular contact with participants, supervisors, and/or training/education providers to monitor the youths' status, identify and provide necessary supports, and intervene as needed. Staff will perform scheduled contact attempts and the retrieval of current status back up documentation. In addition, program leadership will coordinate follow-up activities to enhance post-exit services, thus resulting in increased positive retention-related performance.

Progress and Performance: CAC understands that the required performance measures are developed by the State and are negotiated by the local Workforce Development Boards for recipients of WIOA funds. These measures are determined for the clients exiting the program, not for the entire cohort of participants. For example, youth receiving a credential, employment, retention of employment, and returning to school are the core performance measures for both in school and out of school youth. CAC anticipates meeting or exceeding all of the mandated core performance measures.

The Arizona@Work Youth Program will focus its efforts to serve out-of-school youth. Youth Program staff will track performance through utilization of reports in AJC and will keep accurate records of all participant activities to make sure the negotiated targets are being met or exceeded. The Arizona@Work Pinal County Youth program will monitor the caseloads to ensure that data is entered into AJC in a timely manner. Transactions relating to Youth program-provided activities and services will be entered or updated in AJC within 15 calendar days from the date an activity or service is provided.

The youth program will track the program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial report. The program will also track the percentage of funds spent on work experiences by calculating the total local area youth funds expended on work experience rather than by calculating the funds expended separately for In-School Youth and Out-of-School Youth.

The Youth Program will continue to build upon an already strong collaboration with education, business, and community partners. CAC has well-established relationships with schools, community-based organizations, human service agencies, faith-based organizations, other community colleges, and business/employers; for example, CAC is a member of several Pinal County Chambers of Commerce. The college will draw on Chamber services and membership to gain additional business support, including hiring students for subsidized employment and providing information about training and education requirements for the local workforce.

CAC has developed an extensive community network to support the program including:

Seeds of Hope – This faith-based community development organization provides after school programming and summer programming as well as other activities for Arizona@Work Pinal County Youth participants who live in Casa Grande's West Side neighborhood. Seeds of Hope staff will refer youth to the project, and accept referrals from Arizona@Work Pinal County Youth staff for services provided at Seeds of Hope facilities

Coolidge Youth Coalition – Staff of this local nonprofit organization will provide referrals of Coolidge youth to the Arizona@Work Pinal County Youth program staff. Coolidge Youth Coalition provides education programming and other services to a significant number of young single mothers, expecting teens, high school dropouts, and youth with deficiencies in basic academic skills.

Pinal Hispanic Council – This behavioral health agency will refer eligible youth to the program. It has also pledged to provide behavioral health services to Arizona@Work Pinal County Youth participants who are in need of this assistance.

Coolidge Rotary Club – Members will refer Coolidge youth to the project, assist with transporting Coolidge WIOA participants to the CAC campus, and provide Rotary scholarships to Arizona at Work Pinal County Youth from the Coolidge area.

Pinal County Juvenile Court Services – The court services will help facilitate outreach activities that increase awareness of the program among its clients and their families.

Ensuring valid data - Participants will learn basic concepts of culturally competent workplace skills and will begin to develop and expand the awareness, sensitivity, knowledge and skills that constitute culturally competent and meaningful cross-cultural encounters and public relations.

They will also recognize, acknowledge, and learn to manage interactions between one's own cultural/subcultural orientation(s) and those of individuals, families and groups, with whom they interact.

Training Services

Training services are designed to close the skill gap between the workplace skills an individual possesses and those necessary to secure employment opportunities available by the local industries in in-demand occupations. Close coordination between economic development and workforce development will assist in identifying the skillsets necessary to earn industry-recognized credentials. Facilitating alignment with training providers will allow the overarching workforce system to focus on communicating the training programs necessary to keep the talent pipeline open and flowing with qualified candidates.

As stated in Training and Employment Notice 17-15, WIOA codifies the essential elements of career pathways into law. The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy of the state or regional economy involved;
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
- Includes counseling to support an individual in achieving the individual's education and career goals;
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and

- Helps an individual enter or advance within a specific occupation or occupational cluster.

Arizona@Work Career Planners will use the U.S. Department of Labor – sponsored "Career Pathways Toolkit: A Guide for System Development." The Toolkit features "Six Key Elements of Career Pathways" as the basis for career and training planning. The components under each element are not sequential and may occur in any order. Likewise, multiple partners can engage in the components simultaneously to carry out the mission of the career pathways system. The six elements are:

1. Build cross-agency partnerships and clarify roles
2. Identify industry sectors and engage employers
3. Design education and training programs
4. Identify funding needs and sources
5. Align policies and programs
6. Measure system change and performance

The Toolkit outlines key components in support of the elements that are consistent with the focus of this plan, and which are predicated on the following:

- Understand Each Other's Programs
  - Understand each other's specific goals, resources, and program performance measures and requirements.
  - Conduct a service/resource mapping session. Many of the participating organizations and agencies are trying to achieve similar objectives, such as strengthening the local economy; however, they measure their progress in different ways. By understanding the core elements of each partner's work, the leadership team can develop a systemic framework that can complement everyone's goals.
- Understand Career Pathways
  - Make sure all partners understand the big picture of developing a career pathways system. Partners adopt a shared definition of career pathways and key related concepts to embed them into their own strategic plans/goals/strategies and into new and existing policies to support career pathways.
- Focus on Mission
  - Reflect the mission in all career pathways materials and constantly remind partners that the success of the career pathways system depends on the participant outcomes and how well they align with employer demands.
- Communicate Expectations
  - Clearly communicate expectations of each of the participating partners while also acknowledging the value of their contribution to the overall effort. Partners need to realize the importance and impact of their contributions.

- Use Performance Data
  - Use performance data to demonstrate progress and impact. This will also support partner buy-in and reinforce continued engagement over time. When the team regularly reviews data and compares itself to benchmarks, partners can make course corrections and are clear that their contributions are adding value.

The career pathways strategies will be ingrained in each staff member of the Arizona@Work Pinal County workforce delivery system. Core partner staff will engage in intensive training so they are aware of the current employment opportunities in the County and the pathways to employment within those industries. They will be able to clearly communicate to job seekers these opportunities and refer them to the services that will be able to create a pathway plan (Individual Employment Plan/Individual Service Strategy) to outline the roadmap to economic independence.

Training services will be offered to eligible adult and dislocated worker participants as well as youth program participants. The menu of training services offered include:

- Occupational Skills Training funded through individual training accounts (ITA's) and listed on the Eligible Training Provider List
- On-the-Job Training (OJT)
- Programs that combine workplace training with related instructions
- Skill upgrading and retraining
- Adult education and literacy activities when integrated with other training services
- Customized training
- Registered apprenticeship programs

All adults and dislocated workers will be registered and enrolled in the Arizona Job Connection (AJC) and determined eligible prior to receiving training services.

Determining the best mix of training services will be unique to each individual's needs. In order to determine the need for training services for qualified individuals, the Career Planners will conduct an interview to determine the career aspirations and match those against assessment results. The conversation with the Career Planner is critical in that it creates the major segment of the blue print for success of the individual as part of the Individual Employment Plan. The discussion will include an evaluation as to how, through the career services, the individual is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment.

Based on information gathered from this interview and evaluation, the Career Planner will make a determination as to the need for training services in order to position the individual to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than

wages from previous employment. The determination will include an assessment of the skills and qualifications the individual possesses to successfully participate in the selected training program.

The conversation will take into account the potential delicate aspect that the individual may be seeking training services that do not align with programs of training services that are directly linked to the employment opportunities in the local area or the planning region, or in another area to which the adults or dislocated workers are willing to commute or relocate.

Consultations with a Career Planner will be documented in the participant's file and include at a minimum an evaluation of the following:

- Participant's assessment results to determine if his/ her skills are sufficient to meet the skills needed to successfully complete a selected training program;
- Program prerequisites;
- Availability of additional training funds;
- Cost of the training program;
- Comparison of training programs; and
- Availability of jobs in the local job market and the minimum entry wage for related occupations. Jobs must be in in-demand occupations or industries in the local area.

Funding for training is limited to participants who are unable to obtain grant assistance from other sources or who require assistance beyond what is available under grant assistance from other sources. The Dislocated Worker, Adult, and Youth Program participants who have been identified as candidates to receive training services are required to apply for a Pell Grant to pay for tuition, and to submit the Pell Grant award or denial letter for each semester they attend WIOA approved training. An individual may enroll in training while his or her Pell Grant application is being processed. The Youth Program will fund the tuition costs and agree to be reimbursed by the training provider; other sources, such as PPEP, will provide funding for training as well. Career planners generally determine the extent of other training resources used in order to ensure WIOA funds are expended for the best possible training outcome.

Communication with other Arizona@Work Pinal County partner programs will identify whether the participants are co-enrolled in any other programs. For those participants who are co-enrolled in various workforce system programs, the cost of training will be leveraged and coordinated to maximize the resources available to ensure successful completion of the targeted training.

To ensure that program training funds are awarded only when no other sources of funding are available or the amount available is insufficient in covering the participant's training costs,

career planners will assist participants in researching and determining alternative sources of funding that may be available, which may include:

- State-funded training funds;
- Trade Adjustment Assistance (TAA);
- Rehabilitation Act funds;
- Temporary Assistance for Needy Families;
- Federal Pell Grant funds; or
- Other federal grant funds.

In making the determination that Adult, Dislocated Worker or Youth Program funds are required, the full cost of training, including the cost of supportive services and other appropriate costs, will be taken into consideration to ensure the training is completed successfully.

Once a training program has been identified, the participant, in consultation with their career planner, will create an Individual Training Account (ITA) Plan. At a minimum, the plan will contain the following components:

- Total cost of the training program including tuition, supplies, books, and any fees;
- Dollar amount of additional sources of training funds, including funds from other job training programs and grants to be applied to the training cost;
- Pell Grant eligibility and the award amount that will be applied to the training cost;
- Duration of the ITA Plan;
- Signatures from the career planner and participant;
- Assessments (i.e., IEP) to document the participant's ability to complete the training;
- Labor market information relevant to the training to document the reasonable expectation of high-pay/high-demand employment upon completion of training.

Individual Training Accounts (ITAs) allow customers to choose their preferred training provider based on individualized training goals, and will be utilized for all training options, specifically in-demand occupations as defined by the PCLWDB, that require use of the ETPL; customers will have access to the ETPL through the Arizona Job Connection.

A cap of $3,500 per participant per program year per participant for ITAs will be established. In addition to the ITA, supportive services will be offered and provided to the participants to assist in addressing barriers that may prohibit success in participating in the training program. Administrative management must approve the request for training funds. Based upon the levels of funding allocations, the PCLWDB will evaluate the established limits on ITA's and determine if adjustments must be made to the per participant dollar amount and/or duration~~s~~ of training. Training services will be directly linked to in-demand occupations in the local area, or in another area to which the adult or dislocated worker receiving such services is willing to relocate.

Approval of all ITAs issued for training must be documented in the participant's case file providing evidence based on real-time labor market information for identifying in-demand occupations. Sources used to validate growth industries and occupations will be projections identified earlier in this plan as well as those provided by the Arizona Office of Economic Opportunity. Targeted industries and occupations may change based on economic development activity. Identification of these industries and associated occupations will be monitored regularly to ensure training is aligned with the needs of the local business community.

Central Arizona Valley Institute of Technology (CAVIT), a joint vocational school district that serves several high schools in Pinal County, will provide vocational training for youth, regardless of whether they are currently enrolled in high school, as well as service learning opportunities for Arizona at Work Pinal County Youth participants enrolled in CAVIT programming.

Training will be provided to Career Planners to ensure they are comfortable in navigating what can be a delicate conversation; depending on an individual's career aspirations, training may be denied if it does not meet the state criteria. Identifying in-demand occupations in which employment opportunities exist or are projected to exist at the time training in contrast to a participant's interest in occupations that show no near-term promise of employment in Pinal County, will be factors in considering the approval of an ITA.

If the participant meets the criteria for training services, the request will be submitted to the Adult and Dislocated Worker service provider program manager. If the criterion is not met, the training will be denied and subject to revision and appeal.

Dislocated Worker, Adult, and Youth programs' participants will receive and sign an acknowledgement of understanding of the Arizona@Work Pinal County complaint procedure during the program enrollment process. The "Alleged Violation of The Requirements of Title I of the Workforce Innovation and Opportunity Act" complaint procedures are also posted at http://www.arizonaatwork.com/pinal/workforce-policies/ .

All training providers must register online at www.azjobconnection.gov (AJC) and have a Federal Employer Identification Number (FEIN). The PCLWDB has designated the Arizona@Work Pinal County Workforce Development Program Manager as the ETPL Coordinator. In this capacity, the Coordinator is responsible for the following:

- Ensuring distribution and appropriate use of the ETPL through the Arizona@Work Pinal County system;
- Assisting in determining the initial eligibility of training providers;

- Coordinating with DES to ensure that approved training provider programs are placed on the statewide ETPL in a timely manner;
- Monitoring training providers for compliance and performance;
- Reviewing training programs for initial eligibility;
- Collecting performance and cost information and any other required information related to programs from training providers;
- Executing procedures prescribed by DES to assist in determining the continued eligibility of all training programs;
- Evaluating performance data of all training providers during the continued eligibility review to verify that the training programs meet minimum performance standards;
- Consulting with the State ETPL Coordinator in cases where termination of an eligible provider is considered;
- Ensuring removal of training programs that are found to not meet ETPL requirements and performance levels and/or are out of compliance with provisions of the WIOA;
- Notifying training providers and the State ETPL Coordinator of denial of programs at the local level;
- Working with DES to ensure there are a sufficient number and types of training services, including eligible training providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities serving the local area; and
- Giving training providers an opportunity to appeal a denial or termination of eligibility of programs that includes an opportunity for a hearing at the local level, a timely decision, and a right to appeal to DES.

Programs are approved for the ETPL through a Consent Agenda at each PCLWDB meeting. A summary report of those programs that have been approved, denied and removed from the ETPL will also be provided.

Approval of programs is contingent on a number of factors. Consideration is given in relation to the cost of the program including, 1) cost comparison to other similar programs, 2) determining if the program is related to an in-demand occupation or sector and is in line with a career pathway, 3) verification of the information provided on the training program credential checklist and determination if the program results in a recognized credential, 4) verification of minimum wage information as well as verification that all of the program information is complete in AJC, and 5) identification of any corrections needing to be made by the training provider prior to approval. Determination will be made utilizing the “Training Program Credential Checklist” – ensuring that all criteria meet the local and state standards for inclusion on the ETPL. Recommendations for approval of initial eligibility of providers will be forwarded to the PCLWDB for final approval as described above.

Pinal County adheres to state policies in determining the subsequent eligibility of all providers.

Local policy will be revised to reflect the requirement of collecting and analyzing performance data for subsequent program approval. This evaluation will assist in determining if the program meets state standards, and verifying if the related occupation is still in-demand in the local area; if it is determined that the occupation no longer meets ETPL requirements, a recommendation for removal of the program/provider will be forwarded to the State ETPL Coordinator. Local ETPL policy will be revised to reflect alignment with State ETPL policy. An appeal process will be outlined to coincide with the requirements and timeframes outlined in the State policy.

A challenge faced by Pinal County is the lack of formal training providers other than Central Arizona College (CAC). The Arizona@Work Pinal County LWDB understands the need to develop strong ties with CAC and other providers, including technical schools, in order to ensure that local educational and training programs can be accessed and utilized in order to meet the needs of employers in the area, leading to the successful delivery of a trained workforce supporting local business development.

During Program Year 2016, the pursuit of an employer to locate their advanced manufacturing facilities in Casa Grande included the requirement for a training center to be constructed in close proximity to the proposed site. In order to address this need, discussions occurred between members of the Pinal County Board of Supervisors, the County Manager, the Economic Development Managers of Pinal County and Casa Grande, as well as Central Arizona College and the Arizona Office of Economic Opportunity. The Chair of the PCLWDB, as well as programmatic representatives, engaged in these initial talks regarding the development and construction of an advanced manufacturing Technical Training Center, regardless of the outcome of this particular pursuit. The focus of this center is on developing programs for local employers as well as future employers moving into the area. This training center represents a significant opportunity to develop targeted training curriculums, which will enhance the workforce and skill levels of the job seekers and serve as a business attraction tool for the future growth of the advanced manufacturing sector in Pinal County.

Co-enrollment in Core Programs

The potential of co-enrollment into core programs will begin with the CareerSTEP Navigator. It is at that stage of initial assessment when the needs of the individual begin to come into focus. Upon consulting with the individual, the navigator will recommend referrals to core programs that may be of benefit to that individual.

The Career Planners will play a critical role in determining which services are to be accessed to best serve program participants. Through cross training, the Career Planners will collaborate with their core program colleagues to ultimately implement an employment plan that may involve the co-enrollment in core programs.

For example, Career Planners will work together to provide trade-affected workers with opportunities to obtain new job skills, resources and the support they need to successfully become employed. Potential Trade Adjustment Assistance (TAA) customers may be identified during the orientation process, or customers may self-certify and present their TAA certification at the outset. Dislocated Worker staff generally manages TAA participant cases, ensuring co-enrollment and appropriate leveraging of TAA and Dislocated Worker funding. The flexibility of TAA funds affords career planners more latitude when assisting TAA clients with matching existing skills to training leading to future careers. TAA customers are not limited to the ETPL when pursuing TAA-supported training. In addition, TAA requires only that training be made available at a reasonable cost and may preclude the use of a 'hard' training cap.

Coordination between the Dislocated Worker Program and the Trade Adjustment Assistance (TAA) provides integrated service delivery for co-enrolled participants. Guidelines were developed to ensure the availability of services to individuals affected by a layoff due to foreign competition. Eligibility is determined in the Dislocated Worker program. WIOA dollars are utilized first for each participant. Services are coordinated between WIOA and TAA funding streams.

Although occurrences of Trade Adjustment Assistance (TAA) activity have been extremely rare in Pinal County, Arizona@Work will coordinate with the program when opportunities present themselves. TAA does not have a TAA Counselor in the rural areas, although all TAA customers are assigned to a TAA Counselor's caseload. The TAA Counselors work with "out-of-area" customers remotely and when necessary, the TAA Counselor will travel to an individual's location to work with the customer in-person. TAA will coordinate with Arizona@Work Pinal County staff to provide seamless services to participants in the following areas:

- Early intervention for worker groups on whose behalf a TAA petition has been filed:
    - Rapid Response teams include TAA, Dislocated Worker and Employment Service representatives, who as a team conduct on-site (whenever permissible) presentations at the employer location. Rapid Response Coordinators will notify the TAA Program when they receive information about an upcoming lay-off if it appears the lay-off is due to foreign competition and therefore, potentially Trade eligible. Every effort will be made to provide informational sessions prior to the commencement of the lay-offs / plant closure. These presentations consist of overviews of the benefits and services that can be expected from each of the partner groups. During these sessions the emphasis is how TAA, Dislocated Worker and Employment Service staff will work together to offer impacted individuals comprehensive re-employment benefits and services.

- Services for TAA Participants, as indicated in the co-enrollment policies:
  - All TAA customers are required to be referred to the Dislocated Worker Program to be co-enrolled. TAA Counselors emphasize the benefits of co-enrollment. All customers have Individual Employment Plans developed, which are shared and agreed upon between the TAA Counselors and Dislocated Worker Career Planners. Leveraging of resources occurs by having the Dislocated Worker Program take the lead in conducting assessments (Basic education levels, aptitudes, interests, etc.), the results from which guide the TAA and workforce system partners in developing customers' re-employment plans.

    These plans identify possible barriers to employment as well as strategies to address those barriers. Both WIOA and Wagner-Peyser/Employment Service staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. All TAA Customers have access to resources provided by Wagner-Peyser/Employment Service and all customers co-enrolled with WIOA are able to partake in workshops provided by WIOA staff. Because Wagner-Peyser/Employment Service staff have on-going direct connection to local and statewide employers / job openings, customers may be assigned to a staff person for assistance with intensive Job Search activities.

  - Case Management will be shared between TAA Counselors and Dislocated Worker Career Planners. Case notes are accessible by either program via Arizona Job Connection, allowing staff to coordinate activity and monitor contact as well as to track progress toward identified employment goals. Ongoing communication will be stressed between TAA and Dislocated Worker Career Planners. "Staffing" between a customer and both program representatives will occur as needed to address customer needs or issues.

  - When it is determined a TAA-eligible customer needs re-training in order to be more competitive in the job market, TAA will take the lead in the development of the training plans. The training plans will be developed based on assessment results, Labor Market information, as well as taking into consideration the customer's employment history, education, etc. and coordinated in partnership with the Dislocated Worker Program.

    While TAA will be the primary funding source for an individual's training, the Dislocated Worker Program may offer assistance with Supportive Services as needed for a customer to be successful in the chosen training program (e.g., transportation, counseling, utility and rental assistance, extra school supplies, medical exams, etc.). Co-funding of training also may occur if it is necessary to

meet a customer's needs. Once a customer enters approved training, there is coordination with Unemployment Insurance for an individual's ongoing income support.

TAA has developed and managed resources to integrate data provided through different agencies administering benefits and services in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. TAA, Trade Readjustment Allowances (TRA), Re-Employment Trade Adjustment Assistance (RTAA), Dislocated Worker Program, and Employment Services all utilize the Arizona Job Connection (AJC) to collect universal information (i.e., customer demographics, Veteran Information, Migrant Worker information, Employment Status, Disability, Older Worker, Low Income, Public Assistance, Needs & Barriers, etc.) for each customer and track the various program enrollments.

With the new focus of the revised Youth Program under WIOA, the emphasis of enrolling out-of-school youth into the program may result in an increase in co-enrollment with the Adult Program and Adult Basic Education (Title II). Out-of-school youth over the age of 18 may, depending on assessments and consultation with Career Planners, be co-enrolled in both the Youth and Adult Programs.

Goal 2: Continuously improve service delivery
Objective 1: System staff are cross-trained in partner programs to provide information about the program services and activities available through partner programs.
Objective 2: Workforce System staff are engaged workforce professionals capable and willing to deliver first-rate customer service in a customer-centric environment.
Objective 3: All core programs meet or exceed negotiated performance measures.
Objective 4: Pinal County uses real-time technology to provide direct linkage between customers and program staff who can provide meaningful information or services.
Objective 5: Customers respond with 100% positive ratings on the approved designated customer satisfaction tool(s).
Strategies:
1. Utilize the State developed core staff competencies to cross train staff in system service delivery. 2. Engage staff in workshops focused on customer-centric service delivery. 3. Utilize local levels of performance to measure the performance of the local area and to be used by the local board for measuring the performance of eligible training providers and the one-stop delivery system, in the local area. 4. Seek opportunities to engage with state and national organizations to ensure the Board and partner staff maintain current and relevant program and system knowledge. 5. Collaborate with core partner programs to develop and implement an an integrated, technology-enabled intake and case management information system for programs carried out by one-stop partners

Performance and Continuous Improvement

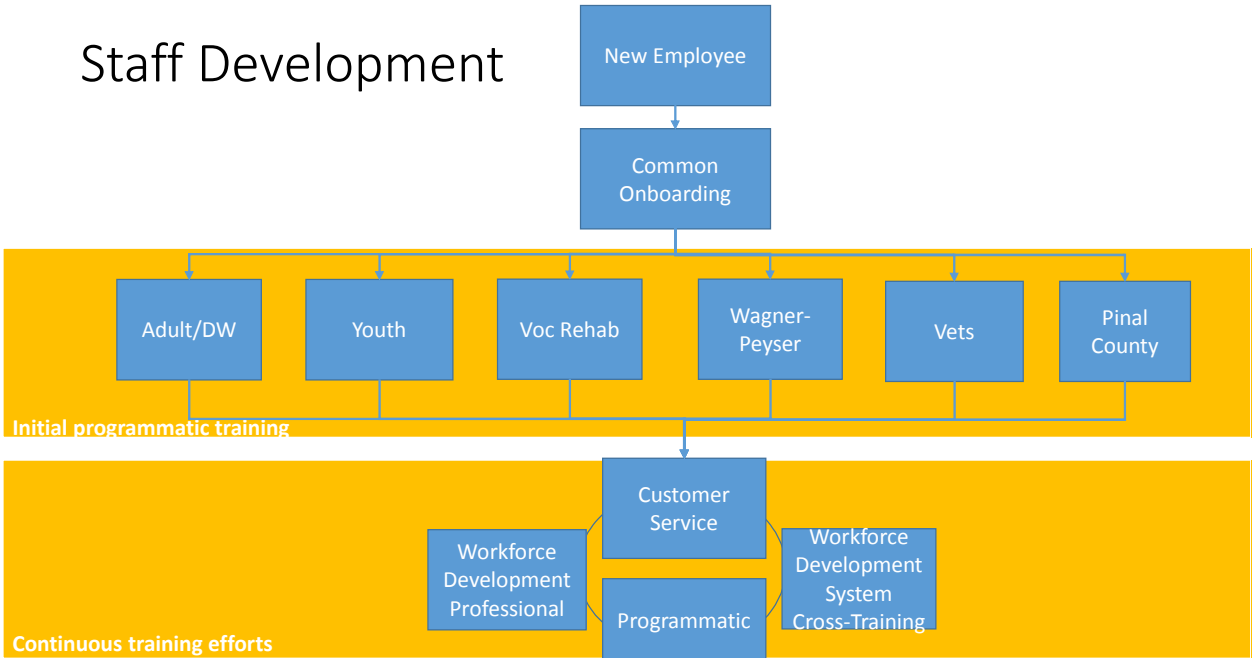
Aligning performance accountability and reporting for WIOA's core programs and additional DOL-administered programs facilitates the alignment of programs and services to support customer-centered service approaches by providing a *system* of programs and services that best fits the customer's needs. Additionally, the ability to look across program results, and to look at the data beneath those results, can provide useful management information and can serve as a basis to evaluate and assess how programs and services are impacting a variety of customers. Customers will also have information to better inform their choices when selecting training programs.

In order for customers to receive seamless services in the Business and Career Center environment, it is imperative that all partner staff in the system understand each other's organization, their services and their goals. Pinal County supports the efforts being made by the State WIOA Staff Development Task Force. As the Task Force develops the identified core competencies into actual training modules, all staff – depending on assigned function – will be required to complete all training in the state modules.

In the meantime, the Arizona@Work Pinal County core partners will team together to develop a training curriculum that will ensure new employees are on-boarded with an awareness of the

goals and agreed upon strategies to deliver customer centric services. As depicted in Figure 3 all new core and required partner staff will complete training in common onboarding procedures. This training will provide a foundational overview of the Arizona@Work Pinal County workforce system, and will clearly delineate the role of each staff member and the role their function plays in the overall success of the customers being served. Specific job requirements will be the responsibility of each program's leadership – but all program training will be offered in the context of the Arizona@Work Pinal County service delivery flow.

Figure 3



Cross training, including customer service training will be provided to all partners, coordinated by the Business and Career Center Coordinator. Training will be conducted quarterly at a minimum at staff meetings and within individual partner programs at regular monthly meetings. Staff will also be completing core competencies training approved by the Workforce Arizona Council.

The WorkforceGPS (https://www.workforcegps.org/) site also provides substantive webinars on customer service and a wealth of other trainings, which can be viewed as individual staff schedules dictate. Since policy updates are very specific to each state, Pinal County will defer to the Workforce Arizona Council to determine what policies to address and when.
The PCLWDB understands that as gatekeepers of new guiding principles and processes for the workforce system, members need to be engaged in core competency trainings. Therefore, the board does foresee accessing these trainings periodically along with all Business and Career

Center partner staff. With new regulations under the Workforce Innovation and Opportunity Act, and following state and federal regulations, the Pinal County Local Workforce Development Board will continue to review best practices from throughout the country to ensure the Pinal Workforce Development Area has the best possible information to update programs and processes.

To build upon the vision and mission statements of both the local board and the County, as well as aligning with the priorities outlined by the Governor, Arizona@Work Pinal County developed "Arizona@Work Pinal County @ A Glance (see ***Exhibit B***) - designed to provide a high level "point-in-time" snapshot of selected data points for the local workforce board membership on one page. The data points may be adjusted periodically based on the PCLWDB's request. The initial version of the tool included the following data:

- Average number of visits per month to the Business and Career Center
- Number of new (first time) visitors to the Business and Career Center
- Pinal County Labor Force
- Pinal County Unemployment Insurance Rate
- Pinal County Average Earnings
- WIOA Negotiated Performance Measures (Goals and Actual)
- Number of participants enrolled in the Adult, Dislocated Worker and Youth Programs
- Program Year Expenditure Rates for the Adult, Dislocated Worker and Youth Programs

Over time, it is anticipated that the @ A Glance tool will develop into a core program snapshot of performance to provide a more defined picture of the Pinal County workforce system. However, it will be critical that the Board also include non-core required partner outcomes as well when assessing the overall workforce system. For instance - the core and required partners will collaborate with PCLWDB input to develop a customer survey to capture both employer and job-seeker impressions on service delivery. This will enable the workforce system to continually measure its progress in meeting customer expectations. The "@ A Glance" will be reviewed at each PCLWDB meeting.

Tracking of program data and analyzing it serves as the cornerstone for an evidence-based, designed system of service delivery at several levels.

- Chief Local Elected Officials: As the body ultimately responsible for the expenditure of the WIOA funding allocated to Pinal County, performance data will be made available to the Board of Supervisors on a regular basis and upon request. This data will help in the evaluation of service providers who the County contracts with to provide WIOA services. Performance goals negotiations will take into account the economic climate of the County and incorporate the strategic economic and workforce development direction the Board of Supervisors set.

- PCLWDB: Programmatic and fiscal performance data will be presented to the local workforce board as part of a standing agenda item at each full board meeting. By presenting this data to the Board, program and fiscal staff will have the opportunity to share best practices as well as strategies focused on continually improving performance. The Board will also work with program staff to evaluate trend data and strategize on annual performance negotiations with the State.

- Core Program Staff: Core program performance metrics are what the County will be held accountable to from a WIOA perspective. It will be critical for program staff to be aware of the contribution each makes to the health of the workforce delivery system. Tracking of data allows program planning to be based on facts, and allows for capturing trends – both positive and negative. Positive trending of performance allows for validation of agreed upon processes while the early detection of negative performance trends will allow Arizona@Work Pinal County to address and correct processes that do not benefit the customers and programs.

- Arizona@Work Pinal County System Staff: Beyond the core programs performance, the underlying fact is that the Arizona@Work Pinal County workforce system is comprised of a number of required WIOA partner programs, as well as partners who are not required. The Local Workforce Board will develop metrics to measure the effectiveness of the entire workforce system, allowing the evaluation and adjustment of strategies to keep pace with an ever changing economic and workforce development environment.

The Arizona@Work Pinal County Workforce Development Board has authorized the Pinal County Director of Housing/Workforce Department to negotiate performance goals on behalf of the local board. The Director works closely with the Board's Executive Committee, the Arizona@Work Pinal County Workforce Development Program Manager, and county and city economic development managers to assess current local and regional economic conditions. Other areas assessed will include previous performance outcomes, future projections for business expansions and job growth, plans for workforce system capacity building, and other factors that may impact performance levels to establish Pinal County parameters as a prelude to performance negotiations.

As a new stand-alone workforce development area, Program Year (PY) 2016 negotiations will be based on PY 2015 outcomes and extrapolated data based on the WIA Program Performance Measures from Gila/Pinal providers during the previous program year.

On June 29, 2016, the U.S. Department of Labor Employment and Training Administration issued Training and Employment Guidance Letter (TEGL) No. 26-15 "*Negotiating Performance Goals for the Workforce Innovation and Opportunity Act (WIOA) Title I Programs and the Wagner-Peyser Employment Service as amended by Title III, for Program Year (PY) 2016 and*

PY 2017". States will negotiate two years of performance outcomes for the first two program years. States and federal partners will negotiate goals for *all non-baseline indicators* for both PY 2016 and PY 2017. No levels of performance will be negotiated for the Vocational Rehabilitation State grant programs for PY 2016 and PY 2017.

Indicators of performance to be negotiated for PY 2016 and PY 2017 are summarized in Figure 4.

Figure 4

PROGRAM	*PRIMARY* INDICATORS OF PERFORMANCE
• **Adult** and **Dislocated Worker** P**rograms** authorized under chapter 3 of subtitle B; • **Adult Education and Literacy Activities** authorized under title II; • **Employment Services Program** authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that sub clauses (IV) and (V) shall not apply to such program); and • **The program authorized under title I of the Rehabilitation Act of 1973** (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) ***NOTE:*** *Primary Indicators of Performance marked with an asterisk (*) to the right also apply to the Youth Program (see below)*	i. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; ii. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program; iii. *The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; iv. *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; v. *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 vi. *The indicators of effectiveness in serving employers established pursuant to clause (iv).

PROGRAM	*PRIMARY* INDICATORS OF PERFORMANCE
Youth Program authorized under chapter 2 of subtitle B	i. 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; ii. 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 iii. The primary indicators of performance described in sub clauses (III) through (VI) of subparagraph (A)(i) *(See above)*

"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. Baseline indicators are summarized in Figure 5

Figure 5

PROGRAM	*BASELINE* INDICATORS OF PERFORMANCE
Youth Program only	• Measurable Skill Gains • Effectiveness in Serving Employers • Median Earnings
Adult Education	• All primary indicators EXCEPT Measurable Skill Gains
Wagner-Peyser/Employment Service	• Effectiveness in Serving Employers (NOTE: Credential Attainment Rate and Measurable Skill Gains are not required indicators)
Vocational Rehabilitation	• All primary indicators

States will be able to renegotiate PY 2017 performance levels during the fourth quarter of PY 2016 and it is expected the same will be true for the local workforce development areas. In September 2016 Arizona@Work Pinal County negotiated levels of performance for PY 2016 and 2017 (see ***Exhibit D***).

The indicator for "Services to Employers", to be jointly developed by the U.S. Secretary of Labor and the Secretary of Education along with the establishment of one or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers and has not been identified as of the writing of this plan.

Designated staff will be responsible for review of the requests from training providers to be approved for inclusion on the Arizona ETPL. Upon review of the submitted requests, staff will make the determination based on required criteria whether to certify the programs.

The Arizona Department of Economic Security (DES) provides monthly "Red and Green" Reports to Arizona's 11 workforce development areas. These reports traditionally tracked the Youth, Adult, and Dislocated Worker performance outcomes versus annual established performance measures. The Red and Green Reports will be modified to include all core partners' performance outcomes. The reports will be provided to workforce system staff on a monthly basis and quarterly to stakeholders including the Arizona@Work Pinal County LWDB during regularly scheduled meetings.

Both CAG and CAC will submit Monthly Expenditure and Cash Draw Reports to the WIOA Financial Manager on the 15th of each month. These reports will track the expenditures of the Adult, Dislocated Worker and Youth funds allocated to the County. The Financial Manager will work closely with each contractor to ensure expenditure rates are consistent with the respective grant timelines. The Financial Manager will continue to provide the PCLWDB with a financial report during regularly scheduled meetings.

Arizona@Work Pinal County core programs expect to be monitored by their respective State agencies on an annual basis. As contracted providers, Pinal County staff will monitor CAC and CAG annually. Consistent with the State monitoring process, ten-percent sample of active participant files and five-percent of exited participant files are monitored using desk reviews and on-site file monitoring.

A "desk review" will consist of verifying data that has been entered in the Arizona Job Connection (AJC) by both the client/participant and the Career Planner assigned to the participant for the Adult, Dislocated Worker and Youth Programs. "On-site" client/participant file monitoring involves verification of the presence of hard copy or "source" documentation in the client /participant's file that is located at the physical site from which services have been provided. Both methods are components of programmatic monitoring and data validation and aim to determine the rate of accuracy of system staff's compliance with local, state, and federal rules, regulations, policies, procedures, and documented practices.

As part of the negotiated Memorandum of Understanding to be signed by all core programs and other required program partners, metrics will be developed to measure the effectiveness of the entire workforce development system. These measures will be vetted by the PCLWDB and included in the aforementioned @ A Glance report. Measures for consideration include:

- *Customer Perspective*
  - Number of Clients Entering the One-Stops
  - Number of Employers Utilizing the One-Stop Centers
  - Training Related Employment
  - Job Placements to Job Seekers
  - Average wage at placement
- *Internal Perspective*
  - Number of website inquiries about One-Stop
  - Number of clients referred to employers
  - Customer Satisfaction Survey
  - Employer Satisfaction Survey
- *Financial Perspective*
  - Training Dollars per program
  - Training Dollars per participant
  - Average Cost per participant in Job Search
  - Average Cost per participant in Training
- *Growth and Learning Perspective*
  - Number of Staff cross-trained
  - One-Stop Staff completing Core Competencies Certification
  - Number of Local Board members completing refresher training

A High-Performing Local Board

In addition to negotiated goals set forth by WIOA and the Workforce Arizona Council in the *Arizona's Unified Workforce Development Plan Program Years 2016-2020*[5], as mentioned earlier in this plan, the PCLWDB conducted a strategy session in April 2016. The Board will build upon the SWOT analysis conducted during this session to further develop specific goals during Program Year 2016 and to ensure that the Board's mission, vision, goals and strategies are aligned with the State Plan.

The PCLWDB has also aligned workforce development efforts within the context of the *Pinal County Strategic Plan 2014-2017*.[6] The county plan aligns with the overall goals of the State Plan in that collaborative efforts at the local level will benefit the State as a whole. The local workforce board will focus on regional approaches to economic development and associated workforce development efforts, which will naturally lead Arizona@Work Pinal County to work closely with all levels of the geopolitical landscape.

[5] https://des.az.gov/content/arizona-state-plan

[6] http://pinalcountyaz.gov/Departments/MFR/Pages/StrategicPriorities.aspx

The following is a summary of selected strategic priorities from the Pinal County Strategic Plan in which the local workforce development board will seek to align economic and workforce development activities to contribute to the ongoing growth of the county:

Strategic Priority: Economic Development

Strategic Goal: Create a business friendly environment, which results in better jobs and increased entrepreneurship elevating the prosperity of Pinal County residents.

Objective 2.1: Increase technical and manufacturing jobs by 2 percent annually by attracting 2, (two) targeted sectors employers by June 2017.

Action Plan: Develop and implement an aggressive Attraction/Business Retention and Expansion plan that accentuates the County positives and mitigates the negatives. Target manufacturing and tech companies with client visits and calls.

Action Steps:

1. Develop aggressive marketing plan to include county assets (land, rail, interstates, crime rate, available workforce, power, brand name, etc.)
2. Develop handout/mailing brochures detailing demographics, assets, workforce, etc.
3. Purchase list of expansion/relocation opportunities from Site Selectors Guild
4. Co-advertise with the ACA
5. Mail or e-mail brochures /flyers to potential candidates from cold calls/responses
6. Take marketing materials to trade shows/presentations/ meetings
7. Implement a three-step Business Retention and Expansion process:

   Step 1: Work with the ACA and their various business incentives to develop a County Business Assistance Program and market to the County's approximate 1200 non-retail firms through physical site visits, e-mail blasts, brochures, eco development forums, etc.

   Step 2: Start with the County's Top 50 businesses and visit 4-5 per month determining relevant issues. Set up meetings with ACA reps to explain and apply for available programs such as: job training, quality jobs, R&D, etc.

   Step 3. At the one-year follow-up, determine from earlier set benchmarks if economic progress was made: new job creation, new capital investment, if new business occurred, etc.
8. Work with the Board of Supervisors and County Manager to create the County's own incentive/assistance program(s) that are allowed by state statute. Implement with the ACA incentives to create a comprehensive Business Assistance Program.

Performance Measure for this Objective:

- 2 percent increase in technical and manufacturing jobs annually

Objective 2.2: Develop a skilled workforce through collaboration with Arizona based educational institutions to create degree or technical programs that elevate the level of education available to county residents by June 30, 2018.

Action Plan: Work with the Workforce Development Board, University of Arizona, Arizona State University, Northern Arizona University and Central Arizona College to develop and implement the needed programs that will enhance our local workforce skill sets.

Action Steps:

1. Schedule a meeting with all interested parties to develop scope of work re: more technical and degreed programs.
2. Develop a long-term program that coordinates the new potential tech/degreed programs with recruiting like businesses.
3. Try to develop a funding mechanism for the new programs, and if funded, implement new training programs at CAC (possibly even high schools and CAVIT)

Performance Measures for this Objective:

- 5 percent increase in Pinal County residents with a 4-year degree
- 5 percent increase in Pinal County residents with a technical/vocational certificate annually

Continuous Improvement of Eligible Providers of Services

Creation of a qualified workforce to meet the strategic goals of the county and the business community is of the utmost priority if Pinal County is to succeed in meeting its strategic goals. The provision of viable training programs must be made available to the job seekers and program participants who are the commodity most in need to be molded into qualified candidates for the employment opportunities that will be made available in in-demand occupations and targeted industries being developed through economic development activities.

The PCLWDB has designated program staff to maintain the ETPL. All training programs that operate within Pinal County and request inclusion on the ETPL, will be reviewed for compliance before being added to the ETPL. Once approved, the training providers will be placed on the consent agenda at the regularly scheduled local board meeting.

In general, providers seeking approval to offer training on the ETPL must meet the following qualifying criteria per the Arizona State WIOA Policy and Procedure Manual[7]:

[7] https://des.az.gov/content/policy-and-procedure-manual-chapter-2

1. An institution of higher learning that provides a program leading to a recognized postsecondary credential;
2. Entities that provide registered apprenticeship programs;
3. Other public and private providers of training programs, including joint labor-management organizations and providers of adult education and literacy activities when such activities are provided in combination with occupational skills training

Training providers must be licensed by the appropriate Arizona or Federal Licensing Authority, as required by Arizona and Federal law. Private post-secondary providers must be licensed by the Arizona State Board of Private Postsecondary Education (http://azppse.state.az.us/). For training providers of adult education and literacy activities that are provided in combination with occupational skills training, the provider of the adult education instruction must be listed on the Arizona Department of Education's list of Adult Basic Education (ABE) (Basic Reading, Writing, and Mathematics Skills) and GED® Preparation Classes. Apprenticeships are not licensed but must be registered with the Arizona Office of Apprenticeship.

Key to being approved for listing as a training provider on the ETPL, will be the provider's ability to meet the following provisions within their training programs in order to meet the needs of local employers and serve individuals with barriers to employment:

1. Training programs must target skill preparation for occupations in-demand in the state. In-demand will be defined by the market analysis included in this plan as well as periodic updates to a developing economic landscape.
2. Training programs must align with industry sector strategies and career pathways; and
3. Training programs provide job driven training that leads to recognized postsecondary credentials

Moreover, all ETPL training providers as recipients of WIOA Title IB Funds must comply with the following laws:

- Regulations under WIOA Section 188;
- 29 CFR 37, Title VI of the Civil Rights Act of 1964;
- Age Discrimination Act of 1998;
- Sections 504 and 508 of the Rehabilitation Act of 1973;
- Title IX of the Education Amendments of 1972;
- Title II Subpart A of the American with Disabilities Act of 1990; and
- The Genetic Information Nondiscrimination Act of 2008

Training providers that have been debarred by any state or the federal government will not be eligible to be included on the ETPL during the debarment period. A program summary will include programs that do not qualify or are removed from the ETPL and will also be placed on the consent agenda. Programs that do not meet stated performance metrics dictated by both the State and local workforce board will be removed from the list. A quarterly ETPL status report, which will include performance data on each of the programs, will be provided to the PCLWDB.

Goal 3: Community partnerships are fostered to maximize workforce system capacity
Objective 1: Raise awareness in Pinal County of services offered via Arizona@Work Pinal County
Objective 2: Promote communication with workforce development, educational and other human resource services to benefit the service delivery system.
Objective 3: Leverage community resources to maximize support services to program participants.
Strategies:
1. To the fullest extent possible, utilize communication outlets such as social media, television, the internet, and newspapers to publicize available services. 2. Proactively seek out opportunities to establish mutually beneficial partnerships that stimulate awareness of the workforce system throughout the county. 3. Strategically participate in public events throughout the county.

Arizona@Work Pinal County is committed to Arizona's overarching workforce system goal of reducing the unemployment rate by offering employers – both new and existing – workers who can fulfill every job opening. A key state strategy for accomplishing this goal is the development of critical, industry-specific partnerships that bring together relevant employers, as well as education, human services and workforce development professionals.

The Arizona@Work Pinal County Workforce Development Board's members realize their responsibility in facilitating such partnerships to ensure the area's long-term economic resiliency. Encompassing large rural expanses with a communication infrastructure under development, future plans for expansion of partnerships and leveraging opportunities can provide challenges. However, there is much optimism to be garnered from increases in the area's potential labor force and the steady growth of the region's employers and overall business attraction efforts.

The PCLWDB will dedicate its efforts toward cross-program strategies that focus on partnerships including not only employers and workforce system partners, but also partners tied to economic development, education, business groups and associations, and community service organizations that play an integral role in cross-program processes. The rudiments of such partnerships – asset mapping across all entities – have yet to take shape with any consistency, but must improve, to meet both employer and job-seeker needs in the most efficient, cost-effective ways available throughout the local area.

The PCLWDB will utilize its Business Service function to begin the asset mapping process within the in-demand and targeted industries identified in the economic analysis of this report. The process will focus on identifying their workforce needs, skill gaps, recruitment strategies, as well as advocating for work-ready job-seekers who could fulfill those workforce needs.

From this starting point, core and required partner programs within the Arizona@Work Pinal County Business and Career Center system will be held responsible for seeking out other

partners to build upon current connections with the goal of building a strong, allied system of community partners sharing a single purpose of cooperation to the workforce system.

The Arizona@Work Pinal County workforce system provides an integrated approach to the provision of services. Through the enhanced coordination and direct linkages between core partners and the community at large, information on services will be made available and accessible to the business and job seeker communities in Pinal County.

Enhanced outreach in the community to foster and strengthen partnerships will be accomplished through various approaches:

Reassess Access Points: During Program Year 2013, what was then the Gila/Pinal Local Workforce Area, utilizing Workforce Investment Act incentive funds, established six Access Points in Apache Junction, Coolidge, Mammoth, Kearny, Payson, and San Manuel. The purpose of these Access Points, which have grown to 10, was to allow individuals to look for jobs and connect to the One-Stop Systems in their own communities. Clients located at a distance from the comprehensive center were afforded access to computers and other office equipment, offering electronic access to services, which included job search assistance, career exploration, and unemployment information.

During Program Year 2016, Arizona@Work Pinal County will assess the effectiveness of these access points. Due to local staff turnover as well as limitations on staff coverage to meet the original intent of the established access points, In an effort to enhance service access, one option to be explored is leveraging the campuses of Central Arizona College and establishing them as itinerant service delivery sites for Adult, Dislocated Worker and Wagner-Peyser Employment Service. Staff will be cross-trained so those assigned to deliver services will represent the entire workforce delivery system and be well versed in core program services.

Leverage Business Services: Service delivery efforts are not just limited to job seekers. Staff who engage with the Pinal County business community will have the opportunity to promote those Arizona@Work services that focus on addressing employer's needs. Through presentations to community, groups such as the Pinal County Business and Education Summit and local Chambers of Commerce, information will be shared to engage the business community to take an active role in ensuring business services are meeting the needs of the community.

Business Services will promote on-the-job training (OJTs) and apprenticeships to business customers. The win-win aspect of OJTs appeals to employers attracted to the prospect of subsidized training resulting in a job-ready employee already familiar with their business culture and trained in the specific skills they require. OJTs offer one of the best opportunities for leveraging WIOA funds to accomplish long-term, self-sufficient employment. The Business

Services representatives will be proactive in seeking OJTs by providing information to employers on specific WIOA participants whose training plan includes OJT funding.

Partner with Economic Development: In June 2016, the first ever Economic Development Meet and Greet was co-hosted by the Pinal County Economic Development Manager and Arizona@Work Pinal County staff. The purpose of this meeting was to foster the relationship between the county's economic development managers. Economic Development Managers from Apache Junction, Coolidge, Eloy, Florence, Maricopa, Marana, Casa Grande and the Copper Corridor were invited to learn more about these critical development efforts. Through these relationships, economic development managers will be better informed when recruiting future employers to the County. This knowledge will allow them to promote the workforce services that could assist the employers in hiring a qualified workforce. Workforce development staff representing all core programs in addition to other system partners will be better informed and will be able to assist in the business recruitment efforts such as providing labor market information, and coordinating hiring events that could benefit the economic development recruitment effort. The participants of the initial meeting will continue to meet on a quarterly basis.

Participate as members of the Pinal Partnership: The Pinal Partnership was created with a vision of uniting community growth efforts in Pinal County. The mission of the Partnership is to "Improve research, planning and coordination of private and public efforts related to infrastructure, natural resources and community development in Pinal County." The Pinal Partnership is a coalition of community, business, educational and governmental leaders, whose goal is to provide leadership and support in specific areas of focus. Arizona@Work Pinal County hold active membership in the Partnership. In May 2016, the PCLWDB Chair, the Arizona@Work Pinal County Workforce Development Program Manager and the Pinal County Economic Development Manager discussing the coordinated effort between workforce development and economic development in Pinal County made a joint presentation to the Partnership members.

Engage with the Pinal County Business and Education Partnership: The Pinal Business and Education Partnership was formed in 2012 when the Pinal County School Superintendent brought together members of the education, business, and government communities in collaboration with the Pinal Partnership. This collaboration supports school districts in preparing students to graduate with the skills necessary for college or career, and to begin their work as future leaders in the growth and prosperity of Pinal County and the State of Arizona.

The continued efforts are facilitated through the Business-Education Committee. The active focus of the committee is highlighting and replicating successful business, government, and education collaborations throughout the county. These programs allow students to explore careers and plan for the appropriate steps in order to reach their goals. Business and Government

are able to highlight skills and education that will lead to careers in specific fields. The motivation for this work is to provide opportunities to grow knowledgeable, motivated, and prepared graduates in Pinal County. Arizona@Work Pinal County has joined this committee and has two active members engaged in its efforts.

In April 2016, the PCLWDB Chair and the Arizona@Work Pinal County Workforce Development Program Manager presented a WIOA/Arizona@Work overview during the Third Annual Pinal County Business and Education Summit hosted by the Pinal Business and Education Partnership in Florence. The Summit provided an opportunity for business, education, and community leaders to collaborate and discuss action for meeting Pinal County's economic, workforce and education goals, as well as to begin discussions on how to build capacity for business to partner effectively with education.

Arizona@Work Pinal County has representation on the Casa Grande Partnership for Workforce Development, which was formed with the intent of focusing on proactive measures that will have significant effects on the aspirations and expectations of students and parents alike, as well as result in significant change in cultural norms related to education and workforce preparation. One possibility is to coordinate previously identified in-demand occupations and industries with targeted Career Camps. This will assist in providing an understanding of career opportunities in Pinal County by helping students understand Pinal County's economic development directional efforts and where targeted opportunities are projected.

Sponsored by the Casa Grande Elementary School District and in partnership with the Arizona Business and Education Coalition, the Greater Casa Grande Chamber of Commerce and its business and community partners, Career Camp is a community outreach program conducted by professionals who are experts in their fields. The purpose of the Career Camp is to raise student awareness and interest for the exciting aspects of careers in areas such as Agri-Fun-Camp, Health Care Camp, PharmCamp (Pharmacy), Entertainment Camp, Veterinary Care Camp and Fire Service Camp. Throughout the camps, students meet and interact with professionals in their field of interest, take field trips to appropriate local locations and participate in team projects and work collaboratively to deliver an end-of-week presentation for parents and business partners.

By working together, these camps can serve as an introduction to the in-demand occupations and industries in Pinal County. Other school districts have recognized the success of these camps and we look to replicate a version in districts around Pinal County.

Partner with Social Service Organizations: In order to ensure that the widest network of available community services is available to Arizona@Work Pinal County customers, a close bond continues with community organizations that contribute to the support network, enabling program participants to remain engaged in their employment preparation efforts.

- **Community Action Human Resources Agency (CAHRA):** CAHRA is the designated community action program for Pinal County and is a leading safety net agency providing case management integrated with financial assistance, emergency home repair services, transitional housing for homeless families and Self-Help Housing for low and median income households. The agency has created a program of one-on-one services that strives to enhance personal and economic self-sufficiency. CAHRA also places strong emphasis on building relationships with community resources, faith organizations, and municipal and state entities to ensure issues affecting the low-income population are addressed and solutions developed. The agency currently facilitates community networks in Casa Grande and Eloy and provides on-site itinerant services at the Arizona@Work Pinal County Business and Career Center in Casa Grande.

- **United Way of Pinal County:** In June 2016, Arizona@Work Pinal County established a partnership with the United Way of Pinal County. The partnership focuses on the United Way's financial literacy workshop offered as a pilot to Adult, Dislocated Worker and Youth Program participants. The pilot provided the opportunity to evaluate the program curriculum and to prepare to engage other community partners who serve Pinal County residents. This collaboration has proven to be a success, and three more workshops have been scheduled for the second quarter of Program Year 2016. Recruitment of participants was expanded to include CAHRA clients, TANF clients through ResCare, as well as Senior Community Service Employment Program participants. The curriculum covers such modules as "Financial Goals"; "Personal Financial Priorities"; "Keeping Track of Expenses"; "Daily Spending Habits; and "Making a Monthly Income and Expense Report".

Partner with Veterans Organizations: To enhance service delivery to veterans and eligible spouses of veterans, Arizona@Work Pinal County is conveniently located next door to Honoring/Hiring/Helping Our Heroes of Pinal County (HOHP). The vision of the HOHP Board and committee members is to ensure that Veterans and Military Families in Pinal County have services available to them to provide the support they need without having to leave Pinal County. A key mode of service delivery offered by HOHP is Eagle One – a mobile service center which travels throughout Pinal County making scheduled stops to provide services to veterans in their own communities.

In July 2016, the Tucson Veterans Center started providing once per week itinerant Readjustment Counseling Services to veterans who visit the Casa Grande Business and Career Center. These services have proven to be a valuable addition to services offered to veterans and saves trips to Mesa, Phoenix or Tucson. Services offered include ongoing clinical counseling ~~is~~ available to combat Veterans from the following periods of hostility: World War II including American Merchant Marines, Korean War, Vietnam War, Lebanon, Grenada, Panama, Persian Gulf, Somalia, Bosnia/Kosovo, Operation Enduring Freedom/Global War on Terrorism, and

Operation Iraqi Freedom. Other services include sexual trauma/harassment counseling as well as bereavement and auxiliary services such as federal benefits counseling.

Leveraging Arizona@Work Regional Partnerships: As a member of the Arizona@Work statewide network, Arizona@Work Pinal County will continue to partner with its affiliates throughout the state. Of particular focus will be the collaboration and coordination with Arizona@Work Maricopa County and Arizona@Work Pima County. When economic development business and retention efforts require a regional approach, these partnerships will be leveraged to provide a seamless and unified strategic service delivery model to meet the needs of the particular project. An example of this approach is the development of the regional training center targeted for Casa Grande. This center is intended to provide onsite training for local manufacturers to train and retain a qualified workforce. Arizona@Work Pinal County is including the expertise of training providers from Maricopa County, especially the Arizona Advanced Manufacturers Institute in Mesa, as ~~a~~ mentors in how to proceed with the development of such a center. Collaborative efforts among institutions of higher learning, in particular the community college systems of Maricopa, Pinal and Pima Counties, will also be required to ensure the success of such a center.

Transportation and Other Supportive Services

Pinal County covers a vast geographic area, approximately 5,400 square miles and comparable in size to the state of Connecticut. One of the most critical challenges in such a rural area is transportation. With population bases centered in Casa Grande, San Tan Valley and the city of Maricopa, access to services and connectivity to resources within the county are not easily accessible.

To address these and other transportation related issues, the Pinal County Board of Supervisors voted and approved the formation of the Pinal Regional Transportation Authority (RTA), which was established pursuant to A.R.S. § 48-5302A on August 5, 2015. The Pinal RTA was formed to provide a balanced regional transportation system, to manage the Regional Transportation Fund, to provide a twenty-year regional transportation plan, and to authorize funding for all modes of transportation projects. Membership of the RTA consists of Pinal County, the Cities of Apache Junction, Casa Grande, Coolidge, Eloy, Maricopa, the Towns of Florence, Kearny, Mammoth, Queen Creek, Superior, and the Central Arizona Governments (CAG).

The Pinal RTA intends to go to the public for a vote on a new one-half cent transportation sales tax increase. If successful, the sales tax will serve as an essential funding source providing infrastructure to accommodate the anticipated growth within the region, including additional

regional routes to more efficiently move people and goods. Implementation of the Pinal RTA plan will also generate local jobs and stimulate commercial and residential development.[8]

Other Support Services

Effective career management will play a significant role in the provision of comprehensive career planning, follow-up and supportive services. Through interaction with the participant, the Career Planner will identify issues and challenges that may impede progress and success; challenges may include personal crises, basic needs (e.g. food, clothing, shelter,) legal issues, child care, etc. Participants will be linked with appropriate professionals and/or supporting resources specific to individual needs. Staff will be responsible for documenting the delivery of services, progress toward goals, and goal attainment, through IEP/ISS development and revision, as well as case notes.

Career Planners provide customers access to both preliminary and in-depth assessment tools in addition to those offered as part of the welcome function. These more in-depth tools will provide jobseekers with a greater awareness of their basic aptitudes (e.g. TABE for math, English, and reading level determinations), as well as occupational skills and work interests. Additionally, this service level focuses on identifying individual barriers that may affect a customer's ability to seek self-sufficient employment or complete training leading to self-sufficiency.

One-on-one reviews of the assessment results will determine the best career pathway an individual may choose to follow. Once agreed, the Career Planner and jobseeker will work together to compose an Individual Employment Plan (IEP) which will serve as the roadmap. Basic education needs such as GED, English as a Second Language (ESL) classes, basic computer skills classes, and advanced job search techniques may be offered, along with supportive services/referrals including transportation (through the use of gas cards and/or reimbursement), food, and housing assistance, in order to address possible barriers to employment that will allow jobseekers to fully focus on enhancing their employability skill levels.

Supportive services are also available to youth that provide assistance for needs to help them be successful in completing their educational program and obtaining employment.

[8] http://www.cagaz.org/rta.html

Goal 4: Align employer engagement activities with economic development activities.
Objective 1: Train all job center staff so that they are knowledgeable of targeted industries, active sector partnerships, in-demand industries, and related in-demand occupations.
Objective 2: Seek advice from employers and industries on how to design and deliver job seeker services to better meet talent needs.
Objective 3: Compile and analyze data on current and projected employers and associated labor market information in order to facilitate aligned talent matching.
Objective 4: Plan and execute effective outreach to Pinal County employers to promote Arizona@Work Pinal County businesses.
Objective 5: Establish a single-point-of-contact for employers to access system services.
Strategies:
1. Coordinate workforce investment activities carried out in the local area with **economic development activities.**
2. Facilitate **engagement of employers**, in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
3. Focus on the establishment of **sector strategies** including statewide sectors that exist in the local area plus local area specific sectors.

Employer Engagement / Coordination with Economic Development

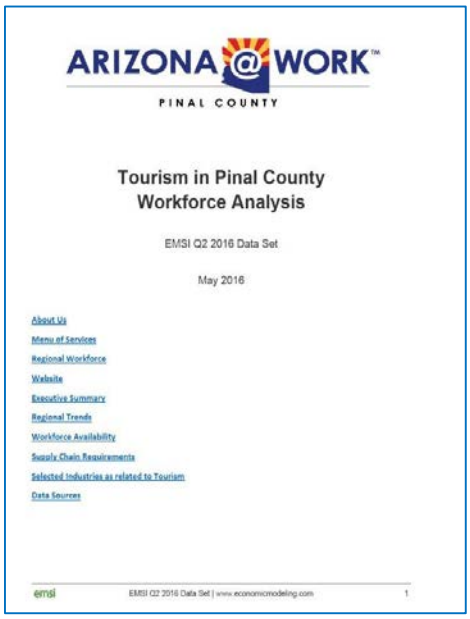
Pinal County has a prosperous and diverse economy; agriculture, mining and healthcare are the County's historic economic pillars. In the last 10 years, Pinal County has experienced a rapidly increasing concentration of firms in aerospace and unmanned aerial systems, biosciences, renewable and green technologies, and high tech manufacturing. The Pinal County Board of Supervisors has carefully and intentionally developed a pro-business and pro-growth environment. The County partners with local governments and the State of Arizona to ensure that the local market delivers a competitive and business friendly operating climate.[9]
Since the establishment of the Pinal County Workforce Development Area in July 2015, the Pinal County Economic Development Department and the newly created Pinal County Workforce Development section have made it a priority to coordinate efforts to ensure a seamless approach toward the facilitation of economic growth.

In May 2016, the Pinal Partnership hosted a breakfast focusing on the coordination of economic and workforce development. The Pinal Partnership is a coalition of community, business and educational and governmental leaders, whose goal is to provide leadership and support in specific areas of focus. The May Pinal Partnership Breakfast was highlighted by the topic of

Pinal County Prospectus Brochure (http://pinalcountyaz.gov/ed/Pages/Home.aspx)

“Jobs In Pinal!” and offered a panel that included the Local Workforce Board Chair, the Economic Development Manager, the Workforce Development Manager of employers, as well as the departments in the County who are tasked with bringing new jobs to Pinal County, including Arizona@Work/Pinal County and the Pinal County Economic Development Department.

Collaborative efforts between Economic Development, Workforce Development, and the Pinal County Economic Development Manager have been established within the arena of business recruitment. For example, the Economic Development Manager will notify the Workforce Development Program Coordinator of a prospective business attraction effort and the projected occupations that would potentially need to be filled. Using access to the Economic Modeling Specialists International (EMSI) resources, the Arizona@Work Pinal County Workforce Development Coordinator produces an industry and occupation profile for the targeted employer and forwards it to the Economic Development Manager for his use.


ARIZONA@WORK™
PINAL COUNTY

Tourism in Pinal County
Workforce Analysis

EMSI Q2 2016 Data Set

May 2016

About Us
Menu of Services
Regional Workforce
Website
Executive Summary
Regional Trends
Workforce Availability
Supply Chain Requirements
Selected Industries as related to Tourism
Data Sources

emsi EMSI Q2 2016 Data Set | www.economicmodeling.com 1

In June 2016 the Pinal County Workforce Development Director and Pinal County Economic Development Manager collaborated in a joint meeting with Economic Development Managers representing various cities and towns in Pinal County to discuss how the two disciplines can work together to strengthen the economy throughout Pinal County. Participants agreed to hold quarterly meetings to ensure ongoing conversation and collaboration continue to occur.

Sector Strategies

Although in its infancy as a designated local workforce development area, Pinal County has been targeting selected industry sectors through a methodical approach for several years. In 2007, the Pinal County Board of Supervisors commissioned a report from Morrison Institute for Public Policy (School of Public Affairs, Arizona State University) to kick off a long-term visioning and planning process among residents, elected officials, business leaders, and community activists.

The result was a new countywide comprehensive plan; the report, called "The Future at Pinal," was prepared for community activists and business leaders as well as elected officials and public administrators, and provided information and ideas that were intended to inspire creative thinking about the county's future. The project also included interviews with more than 50 public and private sector leaders, a public opinion survey, research on comparable counties (including lessons from Maricopa and Pima counties), and compilation of demographic, development, and historical data.

The "Future at Pinal" and an Asset Inventory sheet gave rise to the decision by the County in late 2010 –early 2011 to create the Top Targeted Job Sectors that the County has promoted for the past five to six years. During this time, meetings among county officials and county departments occurred at all levels to discuss the business and job attraction direction the County should pursue. These discussions tapped into resources and data to provide a comprehensive plan to identify industry sectors that could provide the most benefit for the economic health of the county and its citizens. These decisions included:

- The 2007 Morrison Institute report (The Future at Pinal)
- 2007, 2008, 2009 and 2010 Pinal County Strategic Plans
- Pinal County transportation system – current and planned
- Current workforce education levels and workforce leakage numbers
- Retail leakage numbers
- Pinal County's Comprehensive Land Plan adopted in 2009
- State incentive programs
- 2010 Central Arizona Regional Economic Development (Access Arizona) Business Survey

County leadership assessed the information gleaned from the reports, surveys, and planning sessions noted above and decided that Pinal County would focus on primary jobs attraction rather than retail, hospitality, or leisure, due in part to current and future state, national and global economic development trends, Pinal County's power infrastructure, available land, incentives, current funding availability, the political landscape, the current and future transportation system, and current education levels of the local workforce

Also taken into account, were the county's financial health, how best to take advantage of Pinal County's location between two megapolitan areas, the statewide dependency on housing construction, the ability to lessen the next recession hit, and the knowledge of experience in creating jobs for an ever-growing population. The focus became a targeted effort to diversify the county's economy from being so dependent on mining, agriculture and other jobs being created in Maricopa County. Through these efforts, the following targeted sectors were identified and remain the focal point for Pinal County economic development efforts:

- Transportation/logistics;
- Manufacturing;
- Health services;
- Aerospace /defense;
- Natural and renewable resources; and
- Tourism

Efforts to engage training providers to align with economic development efforts will lead to the creation of a talent pipeline. Aligning with local business attraction and retention efforts, the Adult and Dislocated Worker as well as Youth Program will focus its energies in educating participants of the employment opportunities that will be planned for these industries. It will be critical to have training programs on the ETPL that synch with these industries and their associated occupations. The timing of training program availability and the length of such programs must be developed with employer input; through this input, Arizona@Work Pinal County will be able to produce a ready and able workforce to meet the employer's needs exactly when needed– and not produce a workforce that is developed too late or too early to meet the real-time need of business.

Economic development efforts play a significant role in the development of industry driven strategies. As mentioned earlier in this plan, a sector strategy that has emerged is the development of a regional technical training center to serve the advanced manufacturing sector. The focus of this center is to develop programs for area employers and future employers moving into the area. The opportunity to develop training curriculums will enhance the workforce and skill levels of the job seekers, and will be a collaborative effort between Pinal County manufacturers and Arizona@Work Pinal County, along with its regional partners within institutions of higher learning in Pinal/Maricopa/Pima counties, in the development of appropriate and specific training curriculums.

A formal sector partnership in the health care sector has been working on addressing the challenges of attracting and retaining a qualified workforce in Pinal County. Facilitated by the Greater Valley Area Health Care Education Center/Empowerment Systems, Inc., the partnership has established the following priority areas for action in Pinal County:

- *Strengthen the talent pipeline* - The sector will require a stronger talent pipeline to enable growth. This will require:
    1) New workforce partnerships among employers, educational institutions, workforce development, and other community partners to ensure that job training is aligned with sector needs.
    2) Building the talent pipeline early by working with high school students to raise awareness of opportunities in health care.

3) Removing barriers to developing high-demand health care professionals by expanding Graduate Medical Education in Arizona and improving the medical licensing process.

- *Outreach and education* - There is a need for more coordinated outreach and education efforts to promote a shared understanding of health insurance, provide systems navigation support, and raise awareness about preventative services. This includes reaching out, in particular, to target under-served populations.

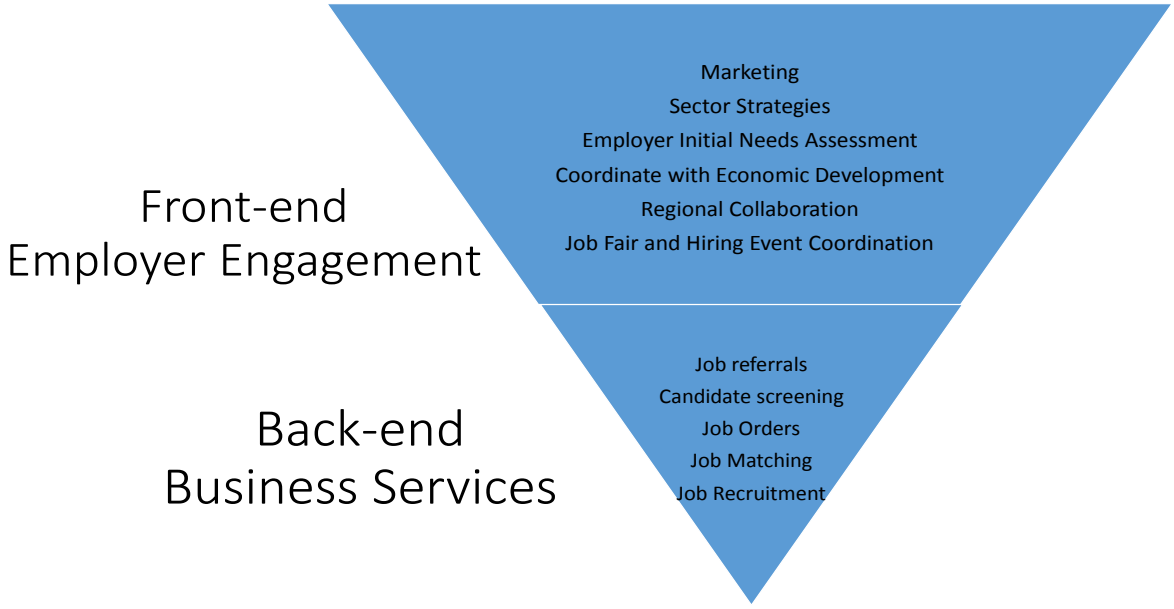
- *Facilitating healthcare integration* - To capitalize on the trend toward integration of behavioral and physical health, the partnership discussed specific strategies for facilitating health care integration. This will involve:
    4) Defining a new model for health care integration, including applying technology to support and promote patient-centered care.
    5) Developing infrastructure needed to facilitate care coordination through electronic health records or other central data systems.

The partnership has also set the following priority opportunities in Pinal County to drive sector growth:

- *Growing markets, new technology, and new services* - The health care industry is undergoing rapid changes that are translating into opportunities for the sector in Pinal County. This includes new markets for health care services as insurance coverage expands. In addition, new types of technologies and services are changing the landscape of health care in the region.
- *Policy changes* - Health care policy changes are opening up new opportunities for the sector. With payment reform, preventative and chronic disease management services will be compensated for, opening up new opportunities for health care providers in these areas.
- *Integration and care coordination* - With an emphasis on integrating behavioral and physical health in health care, the Pinal region has an opportunity to foster coordination of care and enable stronger linkages within the sector.

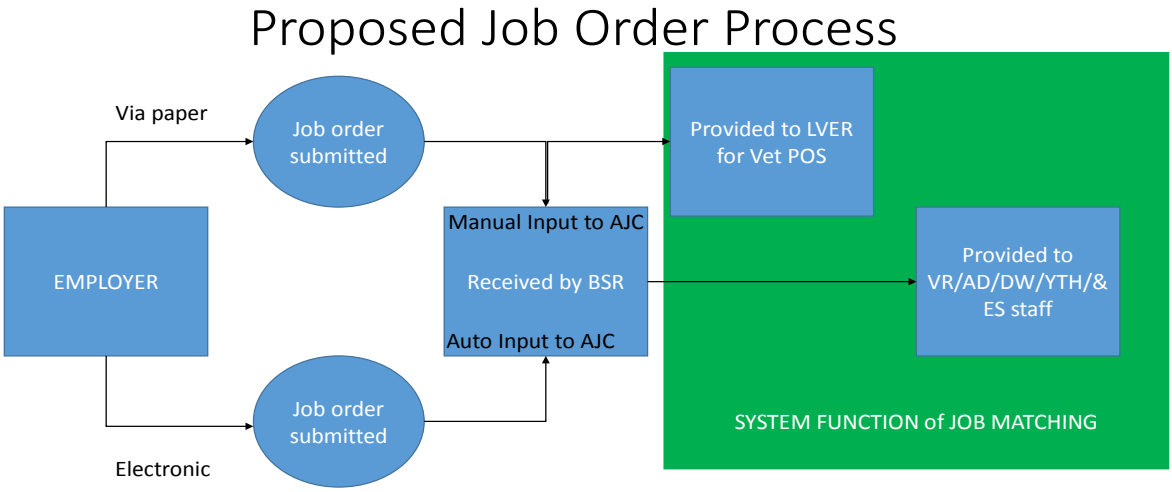
In order to effectively conduct employer engagement activities within the Pinal County Workforce Development System, the local board will take a two-tiered approach to the delivery of services designed to benefit local employers. This approach starts with a singular lead, i.e. a business service representative, who oversees the strategic efforts (employer engagement) as well as the supportive efforts of designated staff (business services). Employer engagement can be described as a front-end function as its associated activities are primarily comprised of direct contact with community employers. These activities include but are not limited to:

1. Marketing of business services
2. Convening like employers for sector engagement sessions
3. Conducting initial needs assessments for new employers in Pinal County
4. Coordination with economic development on Pinal County growth efforts and future workforce needs
5. Collaboration with other Arizona@Work locations for regionalized workforce development efforts
6. Coordination of job fair and hiring event activities and resources

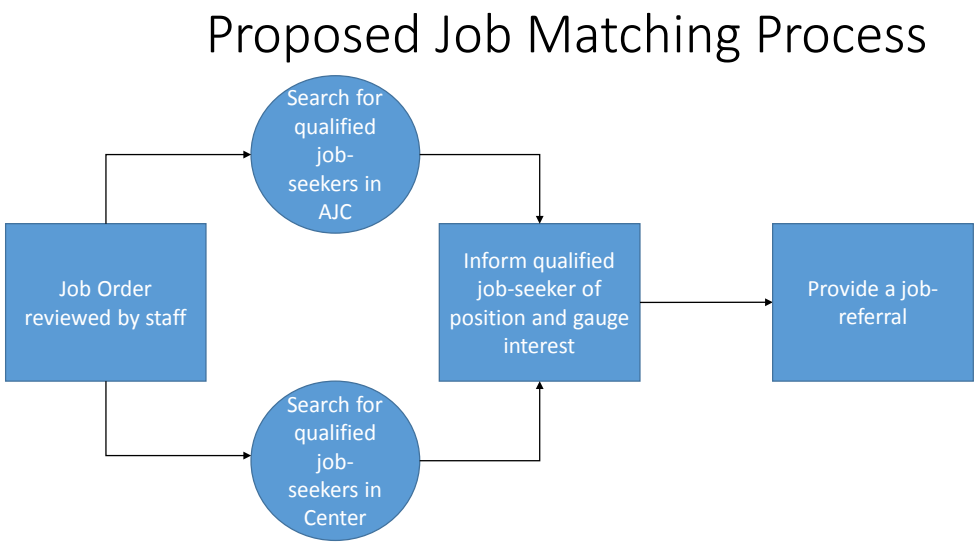


As the Arizona@Work Pinal County Employer Engagement Lead spreads the word about the no-cost services that are available for businesses, it is imperative that staff throughout the workforce development system are prepared to efficiently conduct the back-end functions in order to effectively deliver the advertised business services. These backend functions include but are not limited to:

- **Job order entry** for employers requesting job postings to the Arizona Job Connection database



- **Job matching** of qualified candidates who possess the requisite knowledge and skills to meet an employer's needs
  - Whether a local employer is seeking 1 or 100 employees, Arizona@Work Pinal County will assist with the recruitment efforts by matching the requirements outlined in the job description with the qualifications of job seekers.
  - Job matching is a workforce development system function in which the Arizona Job Connection database is perused in order to match job orders to qualified job seekers. Although primarily an Employment Service function, all staff who interact with work ready clients should take the opportunity to job match for their applicable caseload upon the release of a new job order, looking for opportunities to pair the right employer with the right job seeker.



- Providing **job referrals** for candidates who are qualified and show interest in a particular job in AJC.
  - The desired outcome of the Job Matching Function is to identify candidates with the necessary knowledge, skills, and abilities to meet the minimum qualifications outlined in a job description. Arizona@Work Pinal County staff must be the gatekeepers of job referrals as candidates referred to an employer are a direct reflection of who we are as an organization. Referring candidates who do not meet the minimum qualifications will result in a loss of credibility within the business community and lessen our ability to effectively promote and deliver services.

- **Recruitment and screening** of job candidates in support of an upcoming hiring event or job fair.

The Vocational Rehabilitation (VR) program will work and support job center staff to locate and support businesses that work with individuals with disabilities. VR staff can provide technical assistance to employers regarding the employment of individuals with disabilities. VR and One-Stop staff will work cooperatively to market job center services as well as help reduce the stigmas and myths that surround employing individuals with disabilities. Employers are often eager to learn about possible accommodations, tax incentives, and legal requirements surrounding the employment of individuals with disabilities.

Linkages between the One-stop Delivery System and Unemployment Insurance (UI) Programs

On August 13, 2015, The U.S. Department of Labor/Employment and Training Administration issued Unemployment Insurance Program Letter (UIPL) 20-15, *"Unemployment Insurance and the Workforce Innovation and Opportunity Act of 2014."* The UIPL outlined the relationship between the services offered via the WIOA and the UI programs. Specifically the UIPL reiterates that UI is a mandated one-stop partner program, although it is no longer required to have a seat on the local workforce development boards.

The relationship between the UI programs and the other workforce system partners cannot be overstated. The goal of all Arizona@Work Pinal County programs is to assist individuals with barriers to employment through a systematic plan of action while leveraging the resources each program provides. The UI Program, by issuing benefits to qualified individuals, provides a resource that assists these same individuals in re-entering the workforce as quickly as possible, using, for example, TAA program resources.

In general, Arizona@Work Pinal County will ensure that UI program activities are ingrained into the overall workforce delivery system by implementing the following strategies (this list is not exhaustive):

- Providing ring-down phones that dial directly to the State UI call centers.
- Helping UI claimants access the full range of one-stop services both on-line and in-person through the Arizona@Work Pinal County Business and Career Center and other access points;
- Ensuring UI claimants meet eligibility requirements (such as searching and registering for work as required by state law);
- Working with Rapid Response teams to provide services to employers and workers in mass layoff situations and conducting claim filing activities when needed;

- Providing effective services to veterans who file for benefits under the Unemployment Compensation for Ex-Service members (UCX) program;
- Connecting UI claimants to reemployment services through the new RESEA program.

The new Re-employment Services Eligibility Assessment (RESEA) focuses on those claimants who are determined to most likely exhaust their UI benefits prior to employment being secured to replace former wages. RESEA services delivery will be integrated into the Business and Career Center customer flow as described earlier in this plan. There are two primary goals associated with RESEA:

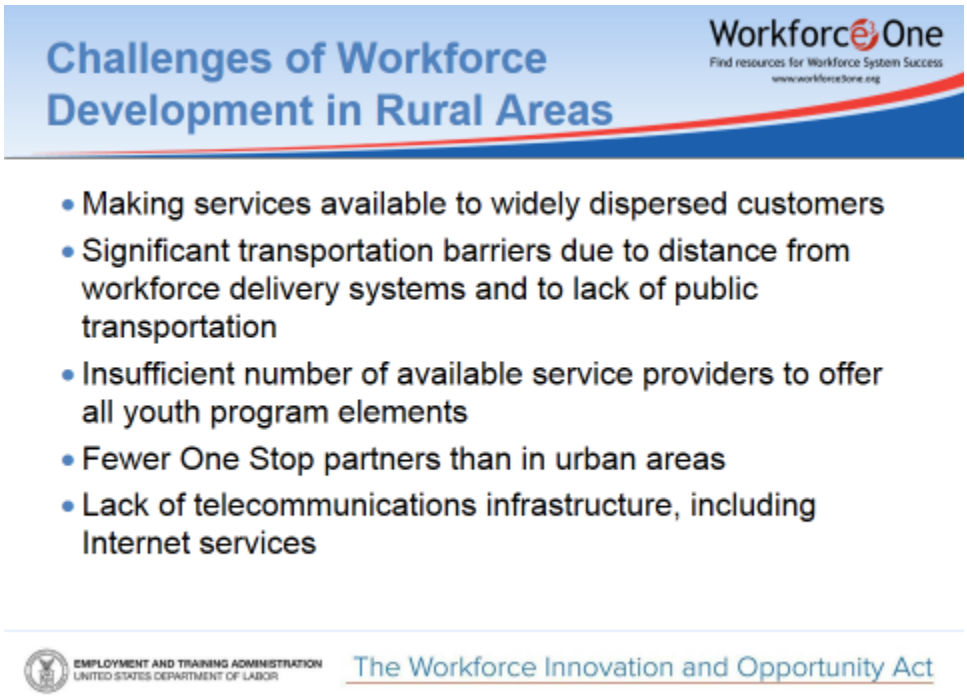
1. *Identify any barriers to employment.*
2. *Ensure UI benefits are properly paid to eligible UI claimants by conducting a thorough UI eligibility review.*

Business and Career Center Workforce Specialists will meet one-on-one with claimants who meet the RESEA profile. As a condition of ongoing receipt of benefits, these meetings are mandatory and failure to comply could result in a loss of UI benefits. During this meeting, the Workforce Specialist will conduct an Unemployment Eligibility Review based on a completed Eligibility Review Questionnaire (see ***Exhibit C***) and the Workforce Specialist will review the claimants work search activity. During this interview, an Individual Employment Plan (IEP) will be developed. Labor Market Information specific to the job/career path in which the customer is seeking employment, as well as job search and job placement assistance through Arizona's labor exchange website will be provided. The Workforce Specialists will also review the claimant's resume and make suggestions for improvement and, if necessary, may refer the claimant to a resume writing workshop or a career guidance counselor. Based on the overall assessment of the claimant, the Workforce Specialist may also refer the claimant to other partner programs that may be beneficial to the overall strategy of returning the individual to employment.

Goal 5: Ensure equal access to services in a culturally sensitive environment
Objective 1: Ensure universal access to service delivery system for all customers
Objective 2: Provide staff training and support for addressing the needs of individuals with disabilities.
Strategies
1. Assess the effectiveness of the current Access Points and explore leveraging the Central Arizona College campuses as itinerant service sites
2. Establish ongoing in-service training for comprehensive center and system partner staff on workforce system topics including individuals with disabilities.
3. Explore expansion of service delivery in remote areas using technology.

Barriers facing the citizens and targeted Arizona@Work Pinal County population in Pinal County are consistent with those facing all rural communities in the United States. Furthermore, rural counties generally have a central population base in which a majority of the attention and resources are focused.

These barriers were succinctly identified via a U.S. Department of Labor/Employment and Training Administration webinar offered in 2015 titled "Implementing WIOA in Rural Areas" offered in September 2015 as part of the continuing series of WIOA implementation webinars provided via the WorkforceGPS (formerly Workforcee3One) platform.



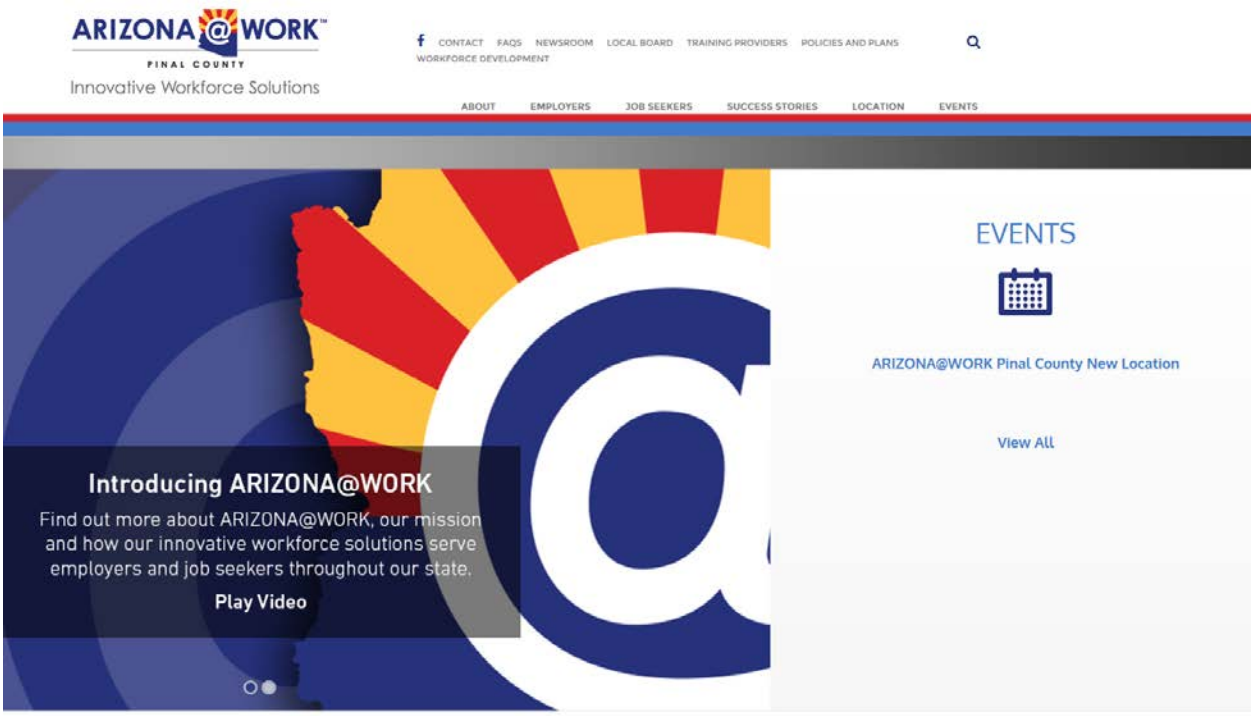
Pinal County will ensure that planning to service the outlying areas is an integral part of the overall service delivery model. For example, an ambitious search for technology alternatives is

necessary to ensure access to the Business and Career Center system for a broader spectrum of customers, particularly those without the resources to access services in person.

The comprehensive center offers assistive technology aids such as specialized computer based software and Vocational Rehabilitation provides reading materials in large print for individuals needing those tools. Individuals do need to request accommodations in advance to ensure availability.

Pinal County will ensure access to services for all individuals. Individuals who present a language barrier will work with staff to access LanguageLine, which will serve as the translation service to ensure accessibility to information and available services. LanguageLine will also be used to serve those who may have barriers due to hearing impairment, as it also provides TTY capability.

Technology is used at Access Points throughout Pinal County where partnered programs provide technical links to the Business and Career Center System as a whole. Access Points are located in Coolidge, Mammoth, Eloy, Maricopa, San Manuel (2), Superior, Kearny, Florence, and Apache Junction, with future sites being planned for San Tan and Arizona City. A full assessment of these access points will be conducted during PY2016 to determine the effectiveness of the current model. Tracking of customers seeking workforce-related assistance via Access Points and self-directed services will be analyzed to measure the usage and access to services.
As previously mentioned, the vastness of Pinal County along with a lack of regional transportation, requires that technology play a major role in the service delivery model. Exploration of the use of Skype, Twitter and other means to connect with business and job seeking customers will be a priority. A new Arizona@Work Pinal County website was launched in February 2016, and provides a central portal to community workforce information, from service availability to local workforce board agendas and meeting minutes.



The Pinal County comprehensive center will be using secure computer technology with interactive capabilities at the receptionist desk so customers may enter basic information such as the reason for their visit.

Compliance with WIOA Section 188

Arizona@Work Pinal County will fully comply with Section 188 of the WIOA, the Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973 (amended); the Age Discrimination Act of 1975; Title IX of the Education Act of 1972; and 29 CFR Part 38. This degree of compliance applies to all recipients, programs or activities that are offered through the Arizona@Work Pinal County workforce delivery system and offered through the designated comprehensive center as well as access point locations. Beyond the essential compliance efforts stated above, Arizona@Work Pinal County has developed the following operational "equal rights" system:

Designation of Local Level Equal Opportunity (EO) Officer. The Local Equal Opportunity Officer's name is posted on the "Equal Opportunity is the Law" posters in the Business and Career Center. EO and Complaint training in the comprehensive center will be conducted annually with all WIOA program staff who work in the comprehensive center as well as those who represent a core program and work at one of the affiliate sites or are stationed at an access point.

A formal complaint system has been established to ensure individuals have access to communicate any alleged non-compliance based on discriminatory actions. In order to ensure

that all customers of the Arizona@Work Pinal County are afforded the right to elevate any concerns they have regarding their receipt of services, the Complaints, Grievances and Appeals Policy has been developed to ensure alignment with WIOA Section 188. The policy is meant to address two types of complaints:

1. *Complaints based on discrimination claims*. The nondiscrimination and Equal Opportunity provisions found in Section 188 of the Workforce Innovation and Opportunity Act (WIOA) prohibit discrimination against applicants, beneficiaries and employees on the basis of race, color, national origin, age, disability, sex, religion, and political affiliation or belief, as well as against beneficiaries on the basis of citizenship and participation in WIOA.

2. *(Program/Service Delivery) Complaints based on reasons other than discrimination.* High-level service delivery to customers of Arizona@Work Pinal County is a primary tenant of the workforce system. Any customer has a right to elevate questions or concerns regarding the level of service they received. These include denial of services for reasons other than those based on discrimination claims.

Arizona@Work Pinal County will operate under the principle that we are the stewards of the public's trust and are held to unsurpassed standards of service delivery regardless of an individual's personal circumstances. Under these principles, Arizona@Work Pinal County sites will utilize the following strategies to ensure equal opportunity is provided to all customers in a nondiscriminatory manner:

- **Notice to Special Populations.** The Arizona@Work Pinal County Business and Career Center in Casa Grande has a notice and communication system accessible to everyone entering the comprehensive center. "Equal Opportunity is the Law" posters in English and Spanish are posted in the Center as well. "Equal Opportunity is the Law" forms are provided to Adult, Dislocated Worker, and Youth-program enrollees, who must acknowledge receipt of the document. The forms are then placed in participant files. Individuals with limited English proficiency are informed of their rights utilizing bilingual staff, and other customers are informed of the availability of nondiscrimination policies in service orientation sessions.

- **Pinal County will utilize the LanguageLine®.** LanguageLine® Phone Interpreting℠ connects with a professional phone interpreter within seconds. Available 24/7/365, and fluent in 240 languages, this service will be used to access interpreters when there is no on-site staff who can provide a personal interpretation to customers who may be Limited English proficient.

- **Universal Access**. The Pinal Workforce Development Area provides universal access. Visual representations of such accessibility are displayed throughout the Business and Career Center location, and the Pinal Workforce Development Area will reinforce such universal access messages on its new web site.

- **Compliance with Section 504 and the Rehabilitation Act of 1973, as Amended and 29 CFR Part 38.** The Pinal Workforce Development Area has implemented an equal opportunity and nondiscrimination policy that is compliant with WIOA and 29 CFR Part 38. At the time of the writing of this plan, the U.S. Department of Labor, Civil Rights Center (CRC) has promulgated Notice of Proposed Rules. Upon issuance of final regulations, Pinal County will revisit its policies to ensure compliance. An annual WIOA Equal Opportunity and Non-Discrimination audit will be conducted by the State Equal Opportunity Officer to ensure compliance with Equal Opportunity policies.

- **Data and Information Collection and Maintenance.** The local Equal Opportunity Officer, with the assistance from the Business and Career Center staff, collects and maintains Equal Employment Opportunity (EEO) data with regard to system registrants and participants. This information is stored in AZJobConnection electronic workforce system.

- **Monitoring Recipients for Compliance.** Pinal County has two sub-recipients: Central Arizona Governments (CAG), which administers the Adult Program, Dislocated Worker and Rapid Response; and Central Arizona College, which administers the Youth Program. These sub-recipients are monitored for EEO-related compliance once a year. Their staff will be included in the annual EO and Complaint Training.

- **Complaint Processing Procedures**. The Pinal County workforce system developed and implemented complaint and grievance procedures based on the revised policies. Program participants are provided with information about the Pinal Workforce Development Area's complaint and grievance policies upon enrollment and receive a copy of the complaint policy, which they must sign, having acknowledged they have read and understand the information. A signed acknowledgement of the complaint and grievance procedure policies is placed in each registered participant's file.

- **Review of Assurances, Job Training Plans**, **Contracts, and Policies and Procedures.** Arizona@Work Pinal County both ensures federal EO compliance with programmatic and architectural accessibility (i.e. reasonable accommodations) for individuals with disabilities, and ensures compliance with EO policies. Whenever possible and with proper notice (generally 48 hours), the Pinal County workforce system fulfills requested accommodations.

- **Compliance Assurances – Contractors and Service Providers**
  Arizona@Work Pinal County is committed to making all services, facilities, and information accessible to individuals without regard to race, color, religion, sex, national origin, age, disability, political affiliation or belief. This applies to all programs, activities, and services provided by or made available to potential employees, volunteers, contractors, service providers, licensees, clients, and potential clients within the Pinal County Business and Career Center. To reinforce this commitment, all contractors and service providers are required to provide written assurance in their agreements, grants, and contracts that they are committed to and will comply with related laws and regulations as mentioned previously in this section.

Arizona@Work Pinal County has established a comprehensive communication system, both written and electronic, that is accessible to all registrants, applicants, eligible applicants/registrants, applicants for employment, employees and interested members of the public. The system makes them aware of the Business and Career Center's obligation to operate its programs and activities in a nondiscriminatory manner, and the extent of the rights of members of these groups to file complaints of discrimination.

Policies in Process

Since the split from the Gila/Pinal consortium in July 2015, Pinal County has been diligently working to establish program policy that conforms to the Arizona@Work Pinal County business model. This has necessitated a basic "start from scratch" approach, as Gila County was the consortium's administrative entity and composed policy accordingly.

The Equal Opportunity and Complaint policies are posted on the Arizona@Work Pinal County website (http://www.arizonaatwork.com/pinal/workforce-policies/) along with all other programmatic policies. The EO and Complaint policies were developed following the same formulas as all other programmatic policies, which consists of an initial draft being developed and then issued for public comment for 10 days via the a posting on the Arizona@Work Pinal County website. The comment period, which included a thorough review by the State WIOA EO Officer, was followed by suggested revisions being made and a final review conducted with stakeholders. The final policy was posted on the website.

Goal 6: Local Board is a high functioning board consistent with the factors developed by the Workforce Arizona Council and pursuant to WIOA Section 101(d)(6).
Objective 1: Develop strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the negotiated performance accountability measures.
Objective 2: Develop guidance for the allocation of one-stop center infrastructure funds and contributions of entities carrying out one-stop partner programs within the one-stop delivery system
Objective 3: Ensure compliance with local board certification requirements.
Objective 4: Research the establishment of the Board as a non-profit 501©(3) entity
Strategies:
1. Link with Business Service Representatives to recruit within the business community to become involved in the Board activities and as members.
2. Establish a formal onboarding process for new Board members
3. Create an oversight committee to ensure Board compliance with certification requirements.
4. Institute the establishment of Task Forces for specific topics/activities such as researching the 501(c)(3) criteria.

The PCLWDB will facilitate access to services provided throughout the workforce development system through foresight, innovation, and collaboration.

Foresight

Arizona@Work Pinal County's Job Center in Casa Grande, serves as the hub and convening agency for workforce development efforts in Pinal County. Using their business perspective and expertise, community networks, and keen understanding of the socioeconomic conditions within Pinal County, the local board will guide the directional efforts of the Job Center staff, to include entities carrying out core programs, in a forward leaning capacity. This proactive approach to identifying the employment, training, education and supportive needs of eligible individuals in Pinal County, especially those with barriers to employment, will strongly support the fluidity of service delivery practices and methodologies for Arizona@Work Pinal County.

Innovation

With the Arizona@Work Pinal County staff, the local board will explore and discover innovative ways to expand access to, and capacity of, service delivery for eligible individuals; especially those with barriers to employment and persons living in remote areas. Currently, Arizona@Work Pinal County has a website that is fully integrated with Google Analytics. This feature supports the capturing of data such as demographic information and services sought by those who visit the

website. From this information, target customers and service demand can be determined which allows for customizable service delivery options based on need.

Other practices that the local board can explore include, but are not limited to: a) the use of technology such as webinars or eLearning to deliver services such as employability workshops; b) job clubs, or job fair participation; c) the delivery of services to remote areas via roving staff on a routine basis; and d) web based service delivery via Google Hangouts or Skype.

Collaboration

While striving to find new ways to expand the capacity of service delivery throughout Pinal County as previously described, the local board shall look for opportunities to work collaboratively with community organizations and partners including those that provide similar services. This collaborative effort will increase the efficiency of the workforce development system by unifying efforts and reducing redundancy.

In a collaborative effort, the local board has established Access Points in community organizations throughout the county to better serve those in remote locations. Currently the Access Points have the hardware, internet connectivity, and staffing levels to support an individual with independent job search only. Through the use of tools as described in "Innovation," the local board will explore the traffic, future need, and expansion of service delivery capacity as warranted.

Exhibits

Exhibit A - CTE Programs

Exhibit B – Arizona@Work Pinal County @ A Glance

Exhibit C - Unemployment Insurance Eligibility Questionnaire

Exhibit D - Program Year 2016 and 2917 Pinal County Negotiated Levels of Performance (unofficial) Adult, Dislocated Worker and Youth Only

State Rank	County Rank	CTE PROGRAM	J.O. Combs Unified	CGUHSD	AJUSHD	CUSD	FUSD	Maricopa Unified	SCVUHS	Superior	MSMUSD	Ray Unified	CAVIT	CVIT	EVIT	EVIT-Adult Ed. Programs
52.0300.00		Accounting and Related Services			EVIT					CVIT						
52.1800.30		Advertising and Public Relations														
01.0100.90		Agribusiness Systems														
49.0100.00		Air Transportation														
47.0600.50		Aircraft Mechanics														
01.0100.40		Animal Systems														
10.0200.60		Animation														
15.1300.20		Architectural Drafting														
50.0500.30		Arts Management														
48.0500.20		Automation/Robotics														
47.0600.30		Automotive Collision Repair													Both	
47.0600.20		Automotive Technologies														
41.0100.00		Bioscience														
52.0200.00		Business Management and Administrative Services														
52.0400.00		Business Operations Support and Assistant Services														
46.0400.40		Cabinetmaking														
46.0400.30		Carpentry														
15.1200.20		Computer Maintenance														
46.0400.20		Construction Technologies														
12.0400.00		Cosmetology and Related Personal Grooming Services													Both	
12.0500.00		Culinary Arts														
51.0600.00		Dental Assisting														
47.0600.40		Diesel Engine Repair														
10.0200.50		Digital Photography														
10.0200.20		Digital Printing														
13.1210.00		Early Childhood Education														
13.1200.00		Education Professions														
15.0300.00		Electronic Technologies														
15.1300.30		Electronics Drafting														
51.0900.30		Emergency Medical Services														
15.0000.00		Engineering Sciences														
52.1800.40		Entertainment Marketing														
52.1800.50		Entrepreneurship														
01.0100.00		Environmental Service Systems														
52.1900.20		Fashion Design and Merchandising														
10.0200.90		Film & TV														
52.0800.00		Financial Services														
43.0200.00		Fire Service														
01.0100.20		Food Products and Processing Systems														
10.0200.30		Graphic/ Web Design														
51.0707.00		Health Information Technology														
47.0200.00		Heating, Ventilation and Air Conditioning													Both	
49.0200.00		Heavy Equipment Operations														
47.0300.00		Heavy/Industrial Equipment Maintenance Technologies														
52.0900.00		Hospitality Management														
46.0300.30		Industrial Electrician														
52.1900.30		Interior Design and Merchandising														
10.0200.40		Journalism														
51.0800.30		Laboratory Assisting														
43.0100.00		Law, Public Safety and Security														
15.1300.40		Mechanical Drafting														
51.0800.60		Medical Assisting Services														
51.0800.40		Medical Imaging Support Services														
51.1500.00		Mental and Social Health Services														
10.0200.00		Music/Audio Production														
01.0100.50		Natural Renewable Resources Systems														
15.1200.30		Network Technologies														
51.3900.00		Nursing Services													Both	
51.0800.20		Pharmacy Support Services														
01.0100.30		Plant Systems														
01.0100.60		Power, Structural and Technical Systems														
48.0500.30		Precision Machining														Adult Education EVIT
52.1800.20		Professional Sales and Marketing														
46.0300.20		Residential Electrician														
51.0900.20		Respiratory Therapy Technician														
15.1200.40		Software Development														
51.0800.50		Sports Medicine and Rehabilitation Services														
51.0900.40		Surgical Technician														Adult Education EVIT
50.0500.20		Technical Theatre														
51.3500.00		Therapeutic Massage														
51.0808.00		Veterinary Assistant														
15.1200.50		Web Page Development														
48.0508.00		Welding Technologies													Both	
		Other		Performing Arts	EVIT	Industrial Manufacturing	Career Explorations	Freshmen Seminar	CAVIT	CVIT				Pre-engineering-Geology	Aesthetics	Adult Education Center
				Mutimedia Technologies		CAVIT	Restaurant Management	CAVIT							Aviation	George Brazil-plumbing
				Fabrication			CAVIT								Banking	Practical Nursing
				CAVIT											Barbering	
															Cisco Networking Acad.	
															Commercial Banking	
															Human Anatomy/Physiology	
															Info Tech and Engineering Careers	
															Intro To Multimedia Technologies	
															Physical Therapy Tech	
															Robotics Engineering	
															Summer School	
															Video Production	
															High school Programs & Adult Education	

ARIZONA @ WORK™
PINAL COUNTY

@ A GLANCE

Average number of visits per month to the Business and Career Center since Month 20XX: 00000.

Since Month 20XX we have had 0000 NEW customers.

POPULATION (Pinal)
(Source: EMSI)

(20XX Population):

LABOR FORCE
(Source: AOEO)

(Month 20XX):

UNEMPLOYMENT RATE
(Source: AOEO)

(Month 20XX):

AVERAGE EARNINGS
(Source: EMSI)

(20XX):

PYXX Performance:

	Adult		DW		Employment Svc.	
	Goal	Actual	Goal	Actual	Goal	Actual
Program participants in unsubsidized Employment during 2nd quarter after exit						
Program participants in unsubsidized Employment 4th quarter after exit						
Median Wage						
Credential Attainment Rate						

	Youth	
	Goal	Actual
Employed, in education or in occupational skills training 2nd quarter after exit		
Employed, in education or in occupational skills training 4th quarter after exit		
Credential attainment rate		

Source: azjobconnection/combined performance report

Number Enrolled/Follow-up as of:

- Adult Program –
- Dislocated Worker Program –
- Youth Program –
- # of Pinal County Resumes in AJC:
- # of Pinal County Individuals with Resumes in AJC:

PYXX Expenditure to Date (% Remaining)

- Adult Program –
- Dislocated Worker Program –
- Youth Program –

PYXX Expenditure to Date (% Remaining)

- Adult Program –
- Dislocated Worker Program –
- Youth Program –

SAMPLE

Exhibit C

UB-010-FF (4-16)

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Workforce Administration · Unemployment Insurance Program
P. O. Box 29225, Phoenix, Arizona 85038
FAX

ESTE DOCUMENTO AFECTA SU ELEGIBILIDAD PARA SEGURO POR DESEMPLEO. SI USTED NO LEE INGLÉS, COMUNÍQUESE CON LOS CENTROS PARA LLAMADAS A LOS NÚMEROS INDICADOS ABAJO.

Date Mailed:

Claim Number:

You have been scheduled for an eligibility review by Unemployment Insurance Program staff. Your eligibility for Unemployment Insurance Benefits will be reviewed based on the information you provide, and our staff will determine what services the department can provide to assist you in your reemployment efforts. If you have any questions, call **602-364-2722** if you live in the Phoenix area, **520-791-2722** if you live in the Tucson area. Outside Phoenix and Tucson call toll free **1-877-600-2722** or **1-877-877-6226** for TDD for hearing impaired (para los sordos).

FAILURE TO RETURN, SIGN AND COMPLETE THIS FORM COULD RESULT IN DENIAL OF BENEFITS

Please enter your social security number in the space provided on the reverse of this form to avoid any potential delay in the payment of benefits. This form must be received or postmarked no later than seven days after the mailing date shown above. Mail or fax to the address or fax number shown above

Equal Opportunity Employer/Program • Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact your local office TTY/TDD Services: 7-1-1. • Free language assistance for DES services is available upon request. • Disponible en español en línea o en la oficina local

Exhibit C

UB-010-FF (4-16) REVERSE

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Workforce Administration · Unemployment Insurance Program

ELIGIBILITY REVIEW QUESTIONAIRE

Please complete this form as instructed.

CLAIMANT'S NAME *(Last, First, M.I.)* | **SOC. SEC. NO.**

1. INDICATE THE KIND(S) OF WORK YOU ARE TRYING TO FIND AND LENGTH OF EXPERIENCE IN EACH

YRS. MOS. | YRS. MOS. | YRS. MOS.

2. INDICATE THE KIND OF WORK YOU DID FOR YOUR LAST FULL-TIME EMPLOYER | RATE OF PAY $ ☐ HR. ☐ WK. ☐ MO. | LENGTH OF EMPLOYMENT

3. LOWEST RATE OF PAY YOU ARE NOW WILLING TO ACCEPT FOR A NEW JOB

$ PER ☐ HR. ☐ WK ☐ MO

4. INDICATE THE SHIFT(S) YOU ARE WILLING AND ABLE TO WORK

☐ Day shift ☐ Afternoon Shift ☐ Night Shift

5. INDICATE THE DAYS YOU ARE WILLING AND ABLE TO WORK

☐ SUN. ☐ MON. ☐ TUE. ☐ WED. ☐ THU. ☐ FRI. ☐ SAT.

6. INDICATE THE NUMBER OF MILES YOU ARE WILLING AND ABLE TO TRAVELTO WORK.

7. INDICATE THE MEANS OF TRANSPORTATION YOU NOW USE

☐ Own Car ☐ Bus ☐ Bicycle ☐ Walk ☐ Other *(Specify)*

		Yes	No	
8.		☐	☐	Do you have children or anyone else requiring care which would prevent you from accepting full-time employment? If yes: PLEASE EXPLAIN
9.		☐	☐	Do you have a definite date to return to work with an employer? If Yes: DATE | EMPLOYER'S NAME AND ADDRESS *(No., Street, City, State, Zip)*
10.	a.	☐	☐	Do you obtain work only through a hiring union? If Yes:
	b.	☐	☐	Are you on the out-of work list? If yes: MOST RECENT DATE SIGNED ONTO THE LIST | UNION NAME | LOCAL NUMBER
11.		☐	☐	Do you need a special license to do your work, e.g., chauffeur, barber, nurse, real estate? If Yes: DATE YOUR LICENSE EXPIRES | TYPE OF LICENSE
12.		☐	☐	Are you or have you been in business of any kind, a corporate officer, working on a commission basis, doing any odd jobs, working part-time or full time? If yes: PLEASE EXPLAIN
13.		☐	☐	Are you attending or planning to attend school, or have you attended school in the past six months? If yes: NAME OF SCHOOL | DAYS/HOURS OF ATTENDANCE
14.		☐	☐	Are you receiving or have you applied for retirement or any other type of pension /annuity (other than Social Security)? If Yes: NAME /TYPE | AMOUNT
15.		☐	☐	Do you have a physical condition or handicap which would limit your ability to work full time now? If yes: PLEASE EXPLAIN
16.		☐	☐	Is there any reason you could not accept full-time work now? If yes: PLEASE EXPLAIN

CERTIFICATION: I have answered these questions for the purpose of obtaining Unemployment Insurance benefits, knowing that the law provides penalties for making false statements. I understand that I am to review this form for each week I claim benefits and if the information which I have provided, changes, I must report these changes to my local Unemployment Insurance office immediately.

CLAIMANT SIGNATURE	DATE	DEPUTY'S SIGNATURE	DATE

See page 1 for EOE/ADA/LEP/GINA disclosures

Exhibit D

Program Year 2016 and 2917 Pinal County Negotiated Levels of Performance (unofficial)
Adult, Dislocated Worker and Youth Only

Performance Measure	Program Year 2016	Program year 2017
Adult Program		
Program participants in unsubsidized Employment during 2nd quarter after exit	76.0%	78.6%
Program participants in unsubsidized Employment 4th quarter after exit	70.5%	73.5%
Median Wage	$4,800	$5,000
Credential Attainment Rate	53.4%	55.0%
Dislocated Worker Program		
Program participants in unsubsidized Employment during 2nd quarter after exit	78.0%	81.1%
Program participants in unsubsidized Employment 4th quarter after exit	72.0%	74.0%
Median Wage	$6,100	$6,400
Credential Attainment Rate	52.0%	55.0%
Youth Program		
Employed, in education or in occupational skills training 2nd quarter after exit	64.8%	66.0%
Employed, in education or in occupational skills training 4th quarter after exit	65.0%	68.0%
Credential attainment rate	62.5%	64.0%

NOTE: For the WIOA core programs, the threshold for performance failure is 90 percent of the adjusted level of performance for the overall State program score and the overall State indicator score. The threshold for performance The threshold for performance failure on any individual indicator for any individual program is 50 percent of the adjusted level of performance. Performance on an individual measure will be determined based on the position of the outcome (the actual results achieved) relative to the adjusted levels of performance. An average of this result across all indicators for each program will establish the States' overall program score. An average of this result across all of the core programs for each indicator will be used to establish the States' overall indicator score. Further information will be provided in the forthcoming final regulation implementing WIOA.

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PROGRAM	*PRIMARY* INDICATORS OF PERFORMANCE
• **Adult** and **Dislocated Worker** P**rograms** authorized under chapter 3 of subtitle B; • **Adult Education and Literacy Activities** authorized under title II; • **Employment Services Program** authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program); and • **The program authorized under title I of the Rehabilitation Act of 1973** (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) ***NOTE:*** *Primary Indicators of Performance marked with an asterisk (*) to the right also apply to the Youth Program (see below)*	i. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; ii. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program; iii. *The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; iv. *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; v. *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 vi. *The indicators of effectiveness in serving employers established pursuant to clause (iv).
PROGRAM	***PRIMARY*** **INDICATORS OF PERFORMANCE**
Youth Program authorized under chapter 2 of subtitle B	i. 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; ii. 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 iii. The primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i) *(See above)*