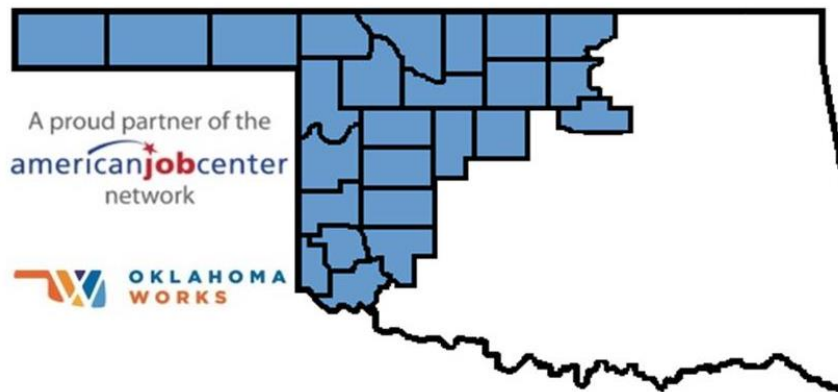


**WESTERN OKLAHOMA WORKFORCE
DEVELOPMENT AREA
COMPREHENSIVE FIVE-YEAR
WIOA LOCAL PLAN**

PERIOD: JULY 1, 2017 – JUNE 30, 2021

Prepared by



Western Oklahoma Workforce Development Board (WOWDB)

1116 19th Street, Woodward, OK 73801

580-256-8553

Serving the Oklahoma Counties of Cimarron, Texas, Beaver, Harper, Woods, Alfalfa, Grant, Kay, Ellis, Woodward, Major, Garfield, Noble, Roger Mills, Dewey, Blaine, Kingfisher, Payne, Beckham, Custer, Washita, Harmon, Greer, Kiowa, and Jackson.


Workforce Development Area	Western Oklahoma
Workforce Board Chair	Dennis Luckinbill
Chief Local Elected Official	C J Rose
Workforce Board Director	Christi Porter
One Stop Operator	

The following signatures attest that:

- They submit this local plan on behalf of the local Workforce Board and Local Elected Officials (LEOs) in the area;
- The planning was done with leaders within the community and represents the collective thinking of those local representatives;
- The information contained herein is true and accurate to the best of their knowledge;
- The local plan represents the Workforce Board's and LEO's efforts to maximize resources available under Title I of the Workforce Innovation and Opportunity Act (WIOA) and to coordinate these resources with other State and local programs in the Western Oklahoma Workforce Development Area;
- They will operate the local system in accordance with the local plan, and applicable federal and state laws, regulations, policies and rules; and,
- All assurances within this template have been met.

WDB Chair Typed/Printed Name:

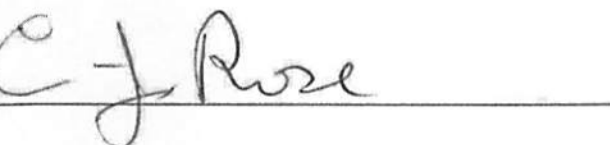
DENNIS LUCKINBILL

Signature 

Date 10/24/2017

Chief Local Elected Official Typed/Printed Name:

C J ROSE

Signature 

Date 10/23/17

The local plan is a living document that should fluctuate as workforce needs are identified and, while relatively technical in nature, it is the primary governing document for the workforce development strategies and activities that are carried out in Western Oklahoma. Initial development is based on guidance from the United States Department of Labor (DOL) and the Oklahoma Office of Workforce Development (OOWD). The development of the local plan was financed through the Federal Department of Labor and as codified in the Workforce Innovation and Opportunity Act (WIOA) of 2014. The local plan supports the State of Oklahoma's vision and strategic goals as outlined in the State Plan.

The WIOA charges all local workforce development areas to create and publish a plan that defines key strategies, partnerships and resources that will promote local and regional economic health for industry and individuals through the growth of a strong and relevant workforce. The Western Oklahoma Workforce Development Board (WOWDB) collaborates with a wide variety of individuals, businesses, and organizations throughout Western Oklahoma. Appointed by the Chief Local Elected Official (CLEO) in August 2017, the WOWDB serves as a strategic convener to promote effective relationships between the workforce development system, economic development, education, and community partners in order to strategically address the talent needs of local employers.

By late 2017, it is predicted the successful merger of the Northwestern and Southwest Oklahoma Workforce Areas to form the 25 county Western Oklahoma Workforce Development Area (WOWDA) will be completed. The WOWDB mission is "To provide a collaborative talent development system within the region" and the WOWDB vision is "Innovative leadership advancing a quality talent development system".

As the local plan was developed, we realized some suggested/potential steps were not fully executed. The Area is creating a plan of action to overcome deficiencies and necessities such as having Board Staff, Service Provider, One-stop Operator and completing center certification and MOU process for the WOWDA. The Area has created a plan of action to overcome those deficiencies. Here are some of the steps the Area and the time line to complete them:

- Service Provider staff in place for the new area – November 01, 2017
- One- Stop Operator in place for the new area – November 01, 2017
- Board Staff hired – November 01, 2017
- Center Certification completed – December 31, 2017
- Policies and Procedures in place – December 31, 2017
- Technical Assistance to new Service Provider Staff as needed
- Review the service matrices status from both areas (Northwestern and Southwest) and recommend local area action as needed – February 2018
- Core Partner meetings to motivate alignment of workforce activities – February 2018
- Regional Strategic Planning session – March 2018

This plan of action may include, but is not limited to: reviewing economic conditions to better analyze industry needs; align resources to reduce overhead costs and form cooperative partnership agreements; begin to "re-design" service delivery (including beyond the WIOA Title I Service Provider) to meet the identified business and job seeker needs; develop a universal referral system between partners; taking steps to support the newly designated Western Oklahoma Workforce Development Area.

We will continue to strengthen the partnerships among the Area and each partner has committed to inculcate appropriate contributions based on Federal and State Guidance to further improve and streamline Job Seeker and Business Services. By streamlining services, more customers can be served which will result in more credentials, Diplomas, and Certificates.

Western Oklahoma Workforce Development Area Overview (data obtained from Emsi)

Population (2016)	424,835
Jobs (2016)	163,600
Average Earnings (2016)	\$50,000
Unemployed (10/2016)	8,573

The questions provided as a template to assist in the development of the local plan are highlighted in grey.

Guidance statement provided by the Oklahoma Office of Workforce Development (OOWD):

This template is to be completed by each of Oklahoma's local workforce development areas. As noted by an asterisk () within the plan instructions, as appropriate, a local area in a multi-area region may use the Data Analysis section of the regional plan to meet the requirements of the first section of this plan [Local Workforce Development System Vision questions 1-7], and the Description of Regional Strategies section of the regional plan to meet the requirements of this plan's Local Workforce Development System Description questions 2b, 2e, 3, 6, 7, 10, and 15] while noting any unique aspects of the local area that are not captured within the regional plan. For those local areas within a multi-area region, this local plan will be submitted as an attachment to the regional plan.*

A. Local Workforce Development System Vision

1. Provide an analysis of the local area's economic conditions, including:
 - a. Existing and emerging in-demand industry sectors and occupations

The Western Oklahoma Workforce Development Board (WOWDB) reviewed the Oklahoma Office of Workforce Development (OOWD) Area 'briefing' issued June 2016 as well as the Western Oklahoma Planning Region report issued April 2016 and compared it to reports from Emsi to better understand what are existing and emerging in-demand industry sectors and occupations. The briefing can be found at <https://oklahomaworks.gov/docs/2017/04/Western-Oklahoma-Workforce-Area-Briefing-June-2017.pdf> and the Western Oklahoma Planning Region report at <http://oklahomaworks.gov/kenecon/>.

According to the Western OK briefing, the industry most prominently represented in the Western Oklahoma Workforce Area (Area) based on job numbers in 2016 is Government (including Defense). Other highly represented industries include Retail Trade, Health Care and Social Assistance, Accommodation and Food Services; Manufacturing, and Mining, Quarrying, and Oil and Gas Extraction; Construction, Crop and Animal Production and Wholesale Trade.

NAICS Sector Group	Sector	2016 Jobs
90	Government	47,929
44	Retail Trade	20,134
62	Health Care and Social Assistance	15,408
72	Accommodation and Food Services	14,696
31	Manufacturing	11,917
21	Mining, Quarrying, and Oil and Gas Extraction	9,748
23	Construction	9,210
11	Crop and Animal Production	6,686
81	Other Services (except Public Administration)	6,374
42	Wholesale Trade	5,951

Source: EMSI 2017.2

From the WOWDB's Demand Occupations Policy of October 2017:

The Demand Occupations for the WOWDB area shall consist of Demand Occupations based on the labor predictors published by the Oklahoma Office of Workforce Development (OOWD), the Oklahoma Employment Security Commission (OESC), and Economic Modeling Specialists, Inc. (EMSI).

The WOWDB has chosen to approve occupational codes/job families within the targeted industry clusters as identified by the OOWD, WOWDB, and EMSI.

(Job Families are groups of occupations based upon work performed, skills, education, training, and credentials. i.e. 53-3032.00 Heavy and Tractor-Trailer Truck Drivers = the job family code is "53")

The following occupations are approved by the WOWDB:

1. *(11-) Management Occupations*
2. *(13-) Business and Financial Operations Occupations*
3. *(17-) Architecture and Engineering Occupations*
4. *(19-) Life, Physical, and Social Science Occupations*
5. *(21-) Community and Social Services Occupations*
6. *(25-) Education, Training, and Library Occupations*
7. *(29-) Healthcare Practitioners and Technical Occupations*
8. *(31-) Healthcare Support Occupations*
9. *(33-) Protective Services Occupations*
10. *(41-) Sales and Related Occupations*
11. *(43-) Office and Administrative Support Occupations*
12. *(45-) Farming, Fishing, and Forestry Occupations*
13. *(47-) Construction and Extraction Occupations*
14. *(49-) Installation, Maintenance, and Repair Occupations*
15. *(51-) Production Occupations*
16. *(53-) Transportation and Material Moving Occupations*

*The O*NET occupational codes begin with a two-digit number, which coincides with the above approved list. Therefore, all occupations that have a two-digit code from the above list are approved as a demand occupation.*

Examples of jobs from O*NET OnLine www.onetonline.org that would be in demand based on the policy are included in the chart below:

Occupation	Tasks	Knowledge	Skills	Abilities	Education Requirements	Median Wages (2016)
11-3011.00 - Administrative Services Managers	<p>Direct or coordinate the supportive services department of a business, agency, or organization. +</p> <p>Prepare and review operational reports and schedules to ensure accuracy and efficiency. +</p> <p>Set goals and deadlines for the department. +</p> <p>Acquire, distribute and store supplies. +</p> <p>Analyze internal processes and recommend and implement procedural or policy changes to improve operations, such as supply changes or the disposal of records.</p>	<p>Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology. +</p> <p>Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. +</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. +</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources</p>	<p>Speaking — Talking to others to convey information effectively. +</p> <p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Coordination — Adjusting actions in relation to others' actions. +</p> <p>Reading Comprehension — Understanding written sentences and paragraphs in work related documents. +</p> <p>Time Management — Managing one's own time and the time of others.</p>	<p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Written Comprehension — The ability to read and understand information and ideas presented in writing. +</p> <p>Written Expression — The ability to communicate information and ideas in writing so others will understand. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.</p>	<p>Bachelor's degree Associate's degree High school diploma or equivalent</p>	<p>\$43.29 hourly, \$90,050 annual</p>

		<p>modeling, leadership technique, production methods, and coordination of people and resources. +</p> <p>Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.</p>				
13-2011.01 – Accountants	<p>Prepare, examine, or analyze accounting records, financial statements, or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards. +</p> <p>Report to management regarding the finances of establishment. +</p> <p>Establish tables of accounts and assign entries to proper accounts. +</p> <p>Develop, implement, modify, and document recordkeeping and accounting systems, making use of current computer technology. +</p>	<p>Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data. +</p> <p>Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. +</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. +</p> <p>Clerical — Knowledge of</p>	<p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Mathematics — Using mathematics to solve problems. +</p> <p>Reading Comprehension — Understanding written sentences and paragraphs in work related documents. +</p> <p>Writing — Communicating effectively in writing as appropriate for the needs of the audience. +</p>	<p>Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem. +</p> <p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Written Comprehension — The ability to read and understand information and ideas presented in writing. +</p> <p>Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly. +</p> <p>Deductive Reasoning — The ability to apply</p>	Bachelor's degree	\$32.76 hourly, \$68,150 annual

	<p>Compute taxes owed and prepare tax returns, ensuring compliance with payment, reporting, or other tax requirements.</p>	<p>administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology. +</p> <p>Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.</p>	<p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</p>	<p>general rules to specific problems to produce answers that make sense.</p>		
<p>53-3032.00 - Heavy and Tractor-Trailer Truck Drivers</p>	<p>Check vehicles to ensure that mechanical, safety, and emergency equipment is in good working order. +</p> <p>Follow appropriate safety procedures for transporting dangerous goods. +</p> <p>Inspect loads to ensure that cargo is secure. +</p> <p>Maintain logs of working hours or of vehicle service or repair status, following applicable state and federal regulations. +</p> <p>Secure cargo for transport, using ropes, blocks, chain, binders, or</p>	<p>Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits. +</p> <p>Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions. +</p> <p>Customer and Personal</p>	<p>Operation and Control — Controlling operations of equipment or systems. +</p> <p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly. +</p> <p>Time Management — Managing one's own time and the time of others. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Monitoring —</p>	<p>Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions. +</p> <p>Far Vision — The ability to see details at a distance. +</p> <p>Multilimb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in</p>	<p>High school diploma or equivalent</p> <p>Industry Certification</p>	<p>\$19.87 hourly, \$41,340 annual</p>

	covers.	<p>Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. +</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. +</p> <p>Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.</p>	Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	<p>motion. +</p> <p>Near Vision — The ability to see details at close range (within a few feet of the observer). +</p> <p>Reaction Time — The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.</p>		
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Health Care was viewed as an industry with existing and emerging in-demand occupations across the Area with moderate to high wages for workers and requiring education, training, and/or advanced degrees in order to obtain, retain, and/or advance within the industry. Other industries and occupations feed into and support the Health Care industry.

The Oklahoma Department of Commerce identified five ecosystems in Oklahoma important to the economy to generate wealth, have employment growth potential, or where the state has a competitive advantage. These ecosystems are: Aerospace and Defense, Energy, Agriculture and Bioscience, Information and Financial Services, and Transportation and Distribution. In each ecosystem, there are critical occupations necessary for future growth and advancement. In addition to the five statewide ecosystems, there are ecosystems at the regional level important for regional economies such as Health Care.

Health Care (Regional Complementary)

Based on 2015 job numbers, there are 33,840 jobs in the Health Care ecosystem in the Western Oklahoma Planning Region with average wages of \$45,270. As a projection of demand, by 2025 total employment in the Health Care ecosystem will grow to 40,510 jobs in Western Oklahoma, an increase of 6,670 jobs for the region.

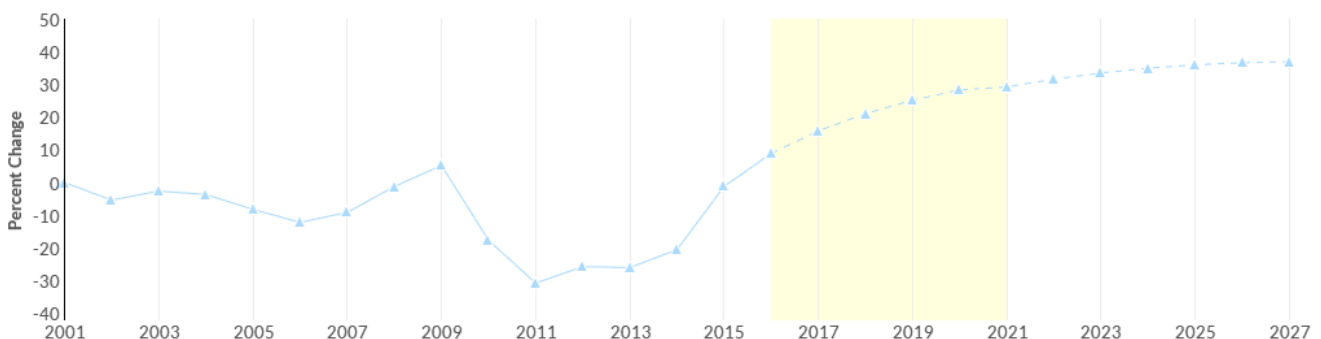
The list below encompasses some of the critical occupations for the Health Care ecosystem in Western Oklahoma. However, these occupations are not solely intended to serve the Health Care ecosystem, they are driven by demand and individuals with these work backgrounds will have transferable skills to other ecosystems.

SOC	Industry	Median Hourly Earnings	Education Level
29-1051	Pharmacists	\$51.96	Doctoral or professional degree
11-9111	Medical and Health Services Managers	\$35.10	Bachelor's degree
29-1141	Registered Nurses	\$26.24	Associate's degree
29-2061	Licensed Practical and Licensed Vocational Nurses	\$17.25	Postsecondary non-degree award
31-9091	Dental Assistants	\$16.59	Postsecondary non-degree award
29-2052	Pharmacy Technicians	\$13.22	Moderate-term on-the-job training
31-9092	Medical Assistants	\$11.77	Postsecondary non-degree award
31-1014	Nursing Assistants	\$10.21	Postsecondary non-degree award
31-1011	Home Health Aides	\$9.26	Short-term on-the-job training
39-9021	Personal Care Aides	\$8.66	Short-term on-the-job training

Source: EMSI 2016.1

These occupations are necessary for the Health Care ecosystem to thrive. Just as important, they are necessary for other industries as well. Other industries that demand these occupations include general and medical hospitals, physician's offices, nursing care facilities, and home Health Care services, among others.

Wind Electric Power Generation was identified as an emerging industry in the Area. For the 2016-2021 timeframe, Emsi projects a 47.2% increase in available jobs with average earnings per job at \$90,355.



	Region	2016 Jobs	2021 Jobs	Change	% Change
•	Region	36	53	17	47.2%
•	Oklahoma	136	182	46	33.8%
•	United States	4,678	5,552	874	18.7%

Emsi Q2 2017 Data Set

There are many jobs available within the industry that are similar to other industries and jobs in the area and are connected to the WOWDB's Demand Occupations Policy.

Description	Employed in Industry (2016)	% of Total Jobs in Industry (2016)
Power Plant Operators	<10	18.6%
Wind Turbine Service Technicians	<10	16.9%
General and Operations Managers	<10	5.6%
Office Clerks, General	<10	5.1%
First-Line Supervisors of Mechanics, Installers, and Repairers	<10	4.1%

Emsi Q2 2017 Data Set

A review of O*NET OnLine www.onetonline.org for some of these occupations specific to wind technology resulted in the chart below.

Occupation	Task	Knowledge	Skills	Abilities	Education Required	Median Wages (2016)
49-9081.00 - Wind Turbine Service Technicians	<p>Diagnose problems involving wind turbine generators or control systems. 🌿+</p> <p>Climb wind turbine towers to inspect, maintain, or repair equipment. 🌿+</p> <p>Test electrical components of wind systems with devices such as voltage testers, multimeters, oscilloscopes, infrared testers, or fiber optic equipment. 🌿+</p> <p>Start or restart wind turbine generator systems to ensure proper operations. 🌿+</p> <p>Troubleshoot or repair mechanical, hydraulic, or electrical malfunctions related to variable pitch systems, variable speed control systems, converter systems, or related components. 🌿</p>	<p>Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance. +</p> <p>Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. +</p> <p>Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services. +</p> <p>Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub- atomic structures and processes. +</p> <p>Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security</p>	<p>Repairing — Repairing machines or systems using the needed tools. +</p> <p>Troubleshooting — Determining causes of operating errors and deciding what to do about it. +</p> <p>Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.</p>	<p>Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense. +</p> <p>Near Vision — The ability to see details at close range (within a few feet of the observer). +</p> <p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. +</p> <p>Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.</p>	<p>High school diploma or equivalent</p> <p>Post-secondary certificate</p> <p>Associate's degree</p>	<p>\$25.13 hourly, \$52,260 annual</p>

		operations for the protection of people, data, property, and institutions.				
11-1021.00 - General and Operations Managers	<p>Review financial statements, sales or activity reports, or other performance data to measure productivity or goal achievement or to identify areas needing cost reduction or program improvement. +</p> <p>Direct and coordinate activities of businesses or departments concerned with the production, pricing, sales, or distribution of products. +</p> <p>Direct administrative activities directly related to making products or providing services. +</p> <p>Prepare staff work schedules and assign specific duties. +</p> <p>Monitor suppliers to ensure that they efficiently and effectively provide needed goods or services within budgetary limits.</p>	<p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. +</p> <p>Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. +</p> <p>Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. +</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of</p>	<p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Coordination — Adjusting actions in relation to others' actions. +</p> <p>Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. +</p> <p>Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do. +</p> <p>Speaking — Talking to others to convey information effectively.</p>	<p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. +</p> <p>Speech Clarity — The ability to speak clearly so others can understand you. +</p> <p>Written Comprehension — The ability to read and understand information and ideas presented in writing.</p>	<p>Bachelor's degree</p> <p>Some college, no degree</p> <p>High school diploma or equivalent</p>	<p>\$47.74 hourly, \$99,310 annual</p>

		<p>words, rules of composition, and grammar. +</p> <p>Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.</p>				
51-8013.00 - Power Plant Operators	<p>Adjust controls to generate specified electrical power or to regulate the flow of power between generating stations and substations. +</p> <p>Monitor power plant equipment and indicators to detect evidence of operating problems. +</p> <p>Control generator output to match the phase, frequency, or voltage of electricity supplied to panels. +</p> <p>Control or maintain auxiliary equipment, such as pumps, fans, compressors, condensers, feed water heaters, filters, or chlorinators, to supply water, fuel, lubricants, air, or auxiliary power. +</p> <p>Control power generating equipment, including boilers, turbines, generators, or reactors, using control boards or semi-automatic equipment</p>	<p>Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance</p>	<p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Operation and Control — Controlling operations of equipment or systems. +</p> <p>Speaking — Talking to others to convey information effectively. +</p> <p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p>	<p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. +</p> <p>Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense. +</p> <p>Near Vision — The ability to see details at close range (within a few feet of the observer).</p>	<p>High school diploma or equivalent ?</p> <p>Post-secondary certificate</p>	<p>\$35.91 hourly, \$74,690 annual</p>

It is understood that the identification of these in-demand industries and occupations allows for the focus on specific skills necessary for job seekers to obtain, retain, and advance on the job and will assist the Workforce Development System with targeted talent outreach and recruitment efforts.

Employment alone does not define “driver industries.” For example, retail stores and restaurants are a significant source of jobs in Areas, but they normally provide lower wages, very few exports, and smaller multiplier effects. Driver industries must also rank high in industry concentration, competitiveness, exports, and wages.

The WOWDB Demand Occupations Policy/List encompasses many industries and occupations on a broad level but strives to focus on jobs that meet or exceed the self-sufficiency wages in the Area. Since demand occupations must require training that results in a licensure, industry recognized credential, degree, or certificate, the data provided for existing jobs was ample evidence the Demand Occupations Policy/List for the Area in conjunction with the South Central Area as the Western Planning Region concentrates on similar industries and occupations.

Health Care has been an industry identified as one in which advancement is possible, higher earnings gains are available, and career pathways can be created as well as other support or connected occupations can feed into. The other industries represented provide for a large number of jobs within the Area but do not always require training and sometimes provide for only low wages.

Amongst the EMSI data for the period 2016-2026, two of the largest occupations included Nurse Assistants with a 3% increase in jobs and Registered Nurses with a 5% increase. Highest paying occupations included many Health Care occupations that required advanced degrees such as Dentist, Pharmacist, and Physician that are still in demand but not as attainable due to the education requirements. However, those jobs are supported and connected by other personnel such as Nurses, Aides, and assistants. Fastest growing occupations included Personal Care Aides with a 47% increase in jobs available and Home Health Aides with a 22% increase.

b. Employment needs of employers in existing and emerging in-demand industry sectors and occupations. *

Across the Area as well as the Western Oklahoma Planning Region (Region), employers are continually seeking qualified talent for the existing jobs available but also to fortify plans for growth and expansion. Within the Health Care industry, for example, employers need applicants who have obtained the necessary skills and credentials to perform on the job such as a license provided by the State Board of Nursing. While every industry and in-demand or emerging occupation may not need formalized training or a lengthy training program for a credential in order to begin employment, resources are available to assist with needs like short-term pre-vocational services and on-the-job training. The Area is working on better coordination and coupling of in-demand occupation lists across the Planning Region so as to focus on Health Care and develop a sector strategy that can positively impact and influence the workforce development system.

The content and skill requirements of jobs are constantly changing, requiring employers to establish avenues for employees to continually upgrade their education and skills. In order for businesses to remain competitive in a global economy, they must find ways to develop new, more productive, higher value-added systems of production that employ highly skilled workers. The rapidly changing and more technologically advanced job skills require changes in the education and workforce training systems that are more flexible. All of this points to a growing demand for career pathways for ease of access into an industry and retraining of incumbent workers to address new processes. It is clear that workforce training must refocus its model to develop and implement avenues to lifelong learning for all workers.

Along with specific credentials and training of the applicants/potential new hires, employers across all industries have continued to report the need of soft skills, support from the community with affordable

housing and transportation, and reduction in turn-over or churning .

The impact self-employment and small business have in the local economy cannot be understated. While not fully addressed in the data reviewed, entrepreneurs are a vital slice of the economy. The Area will strive to utilize labor market information provided through EMSI to better plan for the potential need of this cohort and support entrepreneurial efforts.

The Area supports an industry partnership structure that enables the workforce development system to be nimble and responsive to the ever-changing needs of the region's businesses. Collectively, the business needs in our Area are as diverse as the geography. With the collaboration and leadership of the Area's 'ecosystem industries', the Area will be actively engaging partners with the secondary and post-secondary institutions to ensure that industry specific curriculum and skills are being developed (if a gap is identified) along the spectrum of needs from entry to senior level positions.

As a goal to better understand employment needs, the Area intends to support a pilot project within the Western Oklahoma Planning Region to create a user friendly and easy-to-take survey of workforce needs of employers. The results of the survey will become part of future local plans and would help support workforce planning activities. The project is still in the idea stage and does not yet have a start date. Key industry leaders, partner programs, and local chambers of commerce will be asked to participate in the creation of the survey questions. To keep costs low, using an online free survey tool may be the best path for ease of response. Because actual feedback from employers is key to knowing what their workforce needs are in real-time and not with data that is a year or two old, the online survey could potentially be something utilized on a quarterly basis.

2. Describe the knowledge and skills needed to meet the employment needs of the employers in the local area, including employment needs in in-demand industry sectors and occupations. *

Businesses in the Area want qualified talent for their businesses – workers who have the knowledge, skills sets, and abilities that will meet and/or exceed their workforce needs and help the business maintain a competitive advantage and/or become globally competitive in the current and future markets. Soft skills and hard skills are both of major concern for businesses. Research has shown that businesses desire employees who exhibit the following: problem solving and critical thinking skills, positive work ethic, appropriate life management skills (balance between personal and work life), strong oral and written communication skills, interpersonal skills (team work), information gathering and organizational skills, occupational and job-related skills, self-direction and personal initiative, and customer service skills.

The businesses and occupations associated with the energy sector fluctuate with the boom and bust cycles which are wildly unpredictable. In less than a month businesses can go from posting zero job openings to needing 35 truck drivers, dispatchers, and a receptionist. Energy also affects the accommodation and food service sector – as the boom cycles upward with more jobs available in the oil and gas field, there is a marked increase in need for fast food and restaurant workers as well as hotel/motel staff.

Some of the top industries in the region include government, health care, energy, crop and animal production, manufacturing, construction, and accommodation and food services. The knowledge and skills needed to meet the demands of the existing and emerging industries in the Area range from less than a high school diploma to advanced degrees and certifications. 'Government' covers a large variety of jobs and too broad of an industry to identify key skills. Examples of occupational knowledge and skills needed to meet the employment needs in the area are listed in the chart below:

Occupation	Task	Knowledge	Skills	Ability	Education	Median Wages (2016)
47-2061.00 - Construction Laborers	<p>Control traffic passing near, in, or around work zones.</p> <p>Clean or prepare construction sites to eliminate possible hazards.</p> <p>Signal equipment operators to facilitate alignment, movement, or adjustment of machinery, equipment, or materials.</p> <p>Read plans, instructions, or specifications to determine work activities.</p> <p>Load, unload, or identify building materials, machinery, or tools, distributing them to the appropriate locations, according to project plans or specifications</p>	<p>Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.</p> <p>Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</p> <p>Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</p> <p>Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.</p>	<p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p> <p>Coordination — Adjusting actions in relation to others' actions.</p> <p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.</p> <p>Reading Comprehension — Understanding written sentences and paragraphs in work related documents.</p> <p>Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do</p>	<p>Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.</p> <p>Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.</p> <p>Multilimb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.</p> <p>Static Strength — The ability to exert maximum muscle force to lift, push, pull, or carry objects.</p> <p>Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</p>	High school diploma or equivalent	\$16.07 hourly, \$33,430 annual

<p>47-3012.00 - Helpers-- Carpenters</p>	<p>Clean work areas, machines, or equipment, to maintain a clean and safe job site. +</p> <p>Fasten timbers or lumber with glue, screws, pegs, or nails and install hardware. +</p> <p>Perform tie spacing layout and measure, mark, drill or cut. +</p> <p>Select tools, equipment, or materials from storage and transport items to work site. +</p> <p>Drill holes in timbers or lumber.</p>	<p>Building and Construction — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads. +</p> <p>Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. +</p> <p>Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance. +</p> <p>Transportation — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits. +</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</p>	<p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. +</p> <p>Coordination — Adjusting actions in relation to others' actions. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.</p>	<p>Near Vision — The ability to see details at close range (within a few feet of the observer). +</p> <p>Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position. +</p> <p>Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects. +</p> <p>Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs. +</p> <p>Multilimb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.</p>	<p>Less than High School Diploma or equivalent</p> <p>High School Diploma or equivalent</p>	<p>\$13.85 hourly, \$28,810 annual</p>
<p>47-5071.00 - Roustabouts, Oil and Gas</p>	<p>Keep pipe deck and main deck areas clean and tidy. +</p> <p>Unscrew or tighten pipes, casing, tubing, and pump rods, using hand and power wrenches and tongs. +</p> <p>Walk flow lines to locate leaks, using electronic detectors and by making</p>	<p>Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</p>	<p>Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. +</p> <p>Critical Thinking — Using logic and reasoning to</p>	<p>Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects. +</p> <p>Multilimb Coordination — The ability to coordinate two or more limbs (for</p>	<p>Less than High School Diploma or equivalent</p> <p>High School Diploma or equivalent</p>	<p>\$17.95 hourly, \$37,340 annual</p>

	<p>visual inspections, and repair the leaks. +</p> <p>Move pipes to and from trucks, using truck winches and motorized lifts, or by hand. +</p> <p>Bolt together pump and engine parts.</p>	<p>+ Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.</p>	<p>identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one. +</p> <p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly. +</p> <p>Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.</p>	<p>example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. +</p> <p>Near Vision — The ability to see details at close range (within a few feet of the observer). +</p> <p>Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</p>		
17-2171.00 - Petroleum Engineers	<p>Assess costs and estimate the production capabilities and economic value of oil and gas wells, to evaluate the economic viability of potential drilling sites. +</p> <p>Develop plans for oil and gas field drilling, and for product recovery and treatment. +</p> <p>Direct and monitor the completion and evaluation of wells, well testing, or well surveys. +</p> <p>Analyze data to recommend placement of wells and supplementary processes to</p>	<p>Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services. +</p> <p>Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. +</p> <p>Physics — Knowledge and prediction of physical</p>	<p>Reading Comprehension — Understanding written sentences and paragraphs in work related documents. +</p> <p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Speaking — Talking to others to convey information effectively. +</p> <p>Complex Problem Solving — Identifying complex</p>	<p>Written Comprehension — The ability to read and understand information and ideas presented in writing. +</p> <p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Inductive Reasoning — The</p>	<p>Bachelor's degree</p> <p>Master's Degree</p>	<p>\$61.65 hourly, \$128,230 annual</p>

	<p>enhance production. +</p> <p>Monitor production rates, and plan rework processes to improve production.</p>	<p>principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes. +</p> <p>Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. +</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</p>	<p>problems and reviewing related information to develop and evaluate options and implement solutions. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</p>	<p>ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.</p>		
45-2092.02 - Farmworkers and Laborers, Crop	<p>Set up and operate irrigation equipment. +</p> <p>Operate tractors, tractor-drawn machinery, and self-propelled machinery to plow, harrow and fertilize soil, or to plant, cultivate, spray and harvest crops. +</p> <p>Repair and maintain farm vehicles, implements, and mechanical equipment. +</p> <p>Harvest fruits and</p>	No knowledge met the minimum score.	<p>Operation and Control — Controlling operations of equipment or systems. +</p> <p>Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly. +</p> <p>Active Listening — Giving full attention to what other people are saying, taking time to understand the</p>	<p>Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions. +</p> <p>Multilimb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the</p>	Less than High School Diploma or equivalent	\$10.58 hourly, \$22,000 annual

	<p>vegetables by hand. +</p> <p>Apply pesticides, herbicides or fertilizers to crops.</p>		<p>points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Coordination — Adjusting actions in relation to others' actions. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</p>	<p>activities while the whole body is in motion. +</p> <p>Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects. +</p> <p>Rate Control — The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene. +</p> <p>Speech Recognition — The ability to identify and understand the speech of another person.</p>		
51-3023.00 - Slaughterers and Meat Packers	<p>Remove bones, and cut meat into standard cuts in preparation for marketing. +</p> <p>Cut, trim, skin, sort, and wash viscera of slaughtered animals to separate edible portions from offal. +</p> <p>Slaughter animals in accordance with religious law, and determine that carcasses meet specified religious standards. +</p> <p>Slit open, eviscerate, and trim carcasses of slaughtered animals. +</p> <p>Tend assembly lines, performing a few of the many cuts needed to process a carcass.</p>	<p>Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods. +</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. +</p> <p>Mechanical — Knowledge of machines and tools,</p>	No skills met the minimum score.	<p>Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position. +</p> <p>Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects. +</p> <p>Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects. +</p> <p>Trunk Strength — The ability to use your abdominal and</p>	Less than high school diploma	\$12.78 hourly, \$26,590 annual

		<p>including their designs, uses, repair, and maintenance. +</p> <p>Food Production — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques. +</p> <p>Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</p>		<p>lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing. +</p> <p>Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</p>		
43-4081.00 - Hotel, Motel, and Resort Desk Clerks	<p>Greet, register, and assign rooms to guests of hotels or motels. +</p> <p>Verify customers' credit, and establish how the customer will pay for the accommodation. +</p> <p>Contact housekeeping or maintenance staff when guests report problems. +</p> <p>Make and confirm reservations. +</p> <p>Issue room keys and escort instructions to bellhops.</p>	<p>Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. +</p> <p>Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology. +</p>	<p>Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do. +</p> <p>Service Orientation — Actively looking for ways to help people. +</p> <p>Speaking — Talking to others to convey information effectively. +</p> <p>Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. +</p> <p>Coordination — Adjusting</p>	<p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Speech Clarity — The ability to speak clearly so others can understand you. +</p> <p>Speech Recognition — The ability to identify and understand the speech of another person. +</p> <p>Near Vision — The ability to see details at close range</p>	High school diploma or equivalent	\$10.61 hourly, \$22,070 annual

		<p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. +</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. +</p> <p>Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.</p>	actions in relation to others' actions.	(within a few feet of the observer).		
11-9051.00 - Food Service Managers	<p>Monitor compliance with health and fire regulations regarding food preparation and serving, and building maintenance in lodging and dining facilities. +</p> <p>Monitor food preparation methods, portion sizes, and garnishing and presentation of food to ensure that food is prepared and presented in an acceptable manner. +</p> <p>Count money and make bank deposits. +</p>	<p>Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. +</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic</p>	<p>Service Orientation — Actively looking for ways to help people. +</p> <p>Coordination — Adjusting actions in relation to others' actions. +</p> <p>Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. +</p> <p>Speaking — Talking to others to convey</p>	<p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. +</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand. +</p> <p>Problem Sensitivity — The ability to tell when something is wrong or is</p>	Less than high school diploma High school diploma or equivalent	\$24.43 hourly, \$50,820 annual

	<p>Investigate and resolve complaints regarding food quality, service, or accommodations. +</p> <p>Coordinate assignments of cooking personnel to ensure economical use of food and timely preparation.</p>	<p>planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. +</p> <p>Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods. +</p> <p>Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. +</p> <p>Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.</p>	<p>information effectively. +</p> <p>Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.</p>	<p>likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. +</p> <p>Written Comprehension — The ability to read and understand information and ideas presented in writing. +</p> <p>Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.</p>		
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When creating this plan, the two areas within the Western Oklahoma Planning Region were advised that choosing a single industry to focus on for an industry sector strategy was acceptable since the region didn't already have an established sector strategy process developed. When concentrating on the Health Care industry, the occupations that provide for moderate to higher wages require training and industry recognized credentials. Reviewing the occupations in the chart from question A. 1. a., the highest paying jobs that require at least some postsecondary training up to an Associate's Degree perform similar tasks and require similar knowledge, skills, and abilities (information in the chart below obtained from O*NET www.onetonline.org).

Occupation	Tasks	Knowledge	Skills	Abilities
Registered Nurse	Administer medications to patients and monitor patients for reactions or side effects.	Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
LPN	Administer prescribed medications or start intravenous fluids, noting times and amounts on patients' charts	Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times	Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
Medical Assistant	Record patients' medical history, vital statistics, or information such as test results in medical records	Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

What this shows is an opportunity to create a career pathway (ladder/lattice) that can assist with the upward mobility of lower wage job seekers through the Health Care system into higher paying jobs. The training opportunities in the area are available to assist in obtaining the needed skills and credentials for the next level.

Western Oklahoma Workforce Development Area Educational Assets

Colleges, Universities, and Career Technology Centers are instrumental in developing the future workforce. The Area is home to several institutions which help supply local businesses and organizations with a workforce that has the necessary labor and skills to be competitive in today's economy.

Career Techs -There are 8 Career Technology Centers with 14 locations in the Area:

- **Autry Technology Center** (Two Enid campuses: Woodring, Willow)
- **Chisholm Trail Technology Center** (Omega)
- **High Plains Technology Center** (Woodward)
- **Meridian Technology Center** (Stillwater)
- **Northwest Technology Center** (Alva, Fairview)
- **Pioneer Technology Center** (Ponca City)
- **Southwest Technology Center** (Altus)
- **Western Technology Center** (Burns Flat, Elk City, Hobart, Sayre, Weatherford)

Source: CareerTech.org

Colleges and Universities - There are eight colleges and universities in the Area with 13 campus locations:

- **Northern Oklahoma College** (Tonkawa, Enid, Stillwater)
- **Northwestern Oklahoma State University** (Alva, Enid, Woodward)
- **Oklahoma Panhandle State University** (Goodwell)
- **Oklahoma State University** (Stillwater)
- **Southwestern Oklahoma State University** (Weatherford, Sayre)
- **University Center at Ponca City** (Ponca City)
- **Wayland Baptist University** (Altus)
- **Western Oklahoma State College** (Altus)

Source: Oklahoma State Regents of Higher Education

The skills needed by business are clearly as complex as advanced training can provide, but also as straightforward as needing employees to show up to work on-time. The Area's ambition is that the available workforce is (1) endowed with the knowledge, skills, and abilities that will equip them to obtain, retain and advance in the jobs of the 21st century that will give them a good quality of life for their families, and (2) able to meet the needs of business for skilled works which will promote the businesses ability to remain locally, regionally, and globally competitive.

The opportunities available to individuals to access education and training through the local workforce system are plentiful. Short-term training options are growing, driven by the need to develop specific occupational skills identified by local employers. As the supply of available workers contracts, the opportunities provided by increased education and skill development cannot be understated. From entry level employees who are equipped with positive employability skills to occupations validated through licensing credentials, increasing education attainment will be key to continued growth.

3. Provide an analysis of the local workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.*

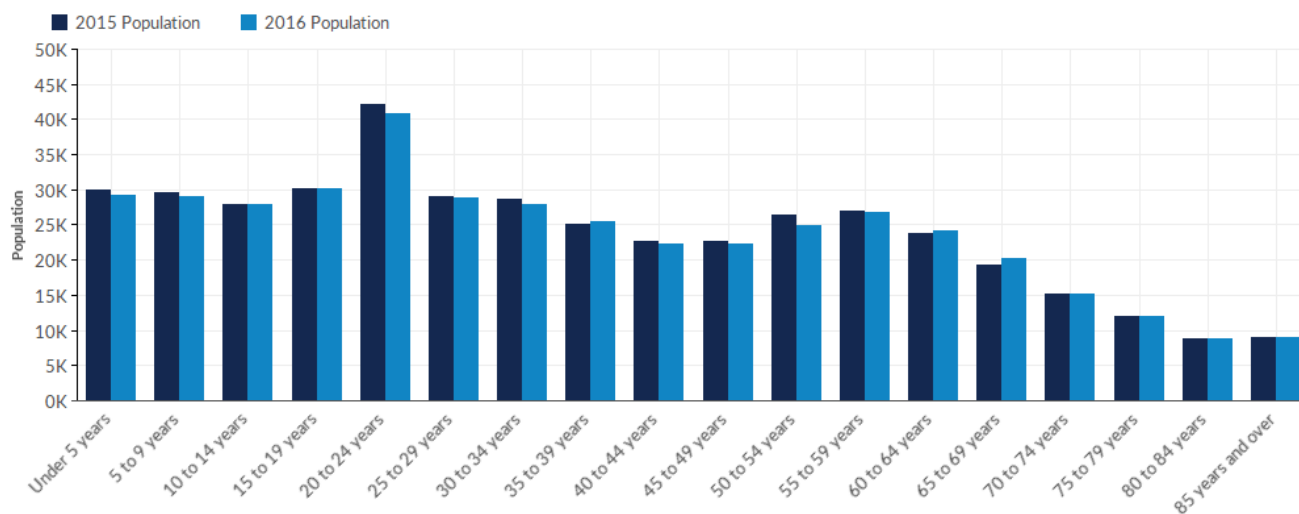
This new Area is composed of 25 Oklahoma counties, nearly one-third of all Oklahoma counties. These include Alfalfa, Beaver, Beckham, Blaine, Cimarron, Custer, Dewey, Ellis, Garfield, Grant, Greer, Harmon, Harper, Jackson, Kay, Kingfisher, Kiowa, Major, Noble, Payne, Roger Mills, Texas, Washita, Woods, and Woodward. According to the U.S. Census Bureau, this region of the state covers 26,735 square miles – 38% of the state – making it the largest of the state's workforce areas in land mass. Over 432,000 Oklahoma citizens reside in the 25-county area; approximately 11% of the state's total population. Eight cities in the Area boast populations of 10,000 residents or more, including Altus, Elk City, Enid, Guymon, Ponca City, Stillwater, Weatherford, and Woodward.

The following charts, graphs, and data represented the general demographic of the Western Oklahoma Workforce Development Area.

Area	2015 Population	2016 Population	Change	% Change
25 Counties	429,179	424,835	-4,344	-1%
State	3,907,400	3,923,553	16,153	0%
Nation	320,896,563	323,127,453	2,230,890	1%
Total	325,233,142	327,475,841	2,242,699	1%

Source: Emsi 2017

Population by Age Cohort

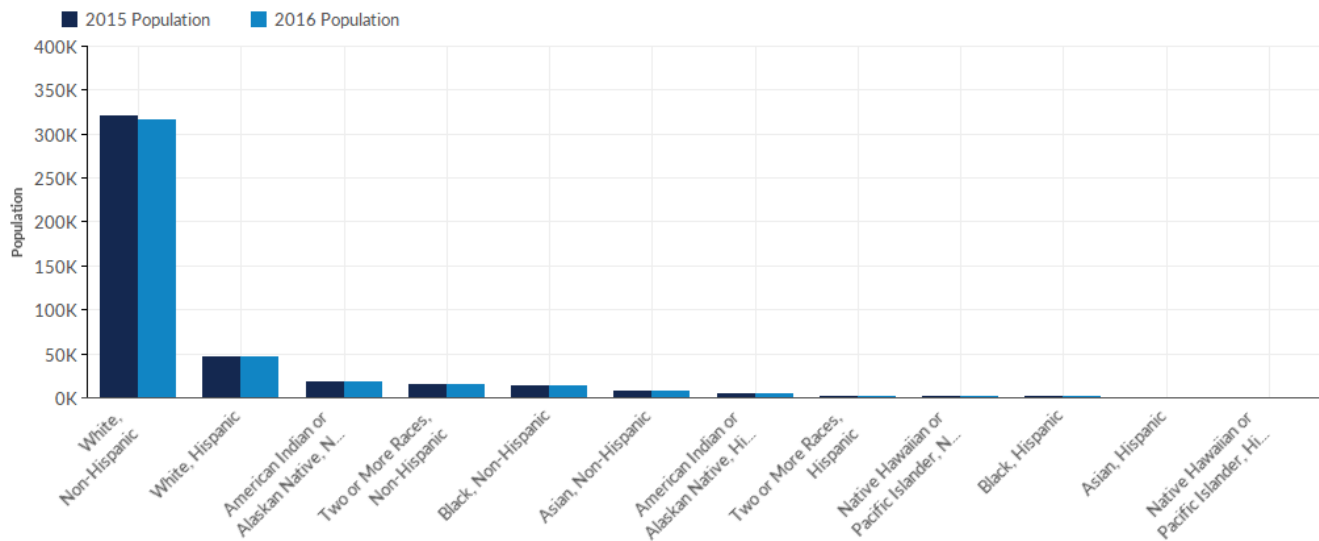


Age Cohort	2015 Population	2016 Population	Change	% Change	2015 % of Cohort
Under 5 years	29,870	29,167	-703	-2%	6.96%
5 to 9 years	29,647	29,114	-533	-2%	6.91%
10 to 14 years	27,991	27,880	-111	0%	6.52%
15 to 19 years	30,193	30,144	-49	0%	7.03%
20 to 24 years	42,172	40,800	-1,372	-3%	9.83%
25 to 29 years	28,938	28,807	-131	0%	6.74%
30 to 34 years	28,666	27,830	-836	-3%	6.68%
35 to 39 years	25,026	25,468	442	2%	5.83%
40 to 44 years	22,739	22,274	-465	-2%	5.30%
45 to 49 years	22,585	22,331	-254	-1%	5.26%
50 to 54 years	26,425	24,961	-1,464	-6%	6.16%
55 to 59 years	26,936	26,799	-137	-1%	6.28%

Age Cohort	2015 Population	2016 Population	Change	% Change	2015 % of Cohort
60 to 64 years	23,840	24,121	281	1%	5.55%
65 to 69 years	19,296	20,231	935	5%	4.50%
70 to 74 years	15,182	15,094	-88	-1%	3.54%
75 to 79 years	11,920	11,989	69	1%	2.78%
80 to 84 years	8,736	8,783	47	1%	2.04%
85 years and over	9,016	9,043	27	0%	2.10%
Total	429,179	424,835	-4,344	-1%	100.00%

Source: Emsi 2017

Population by Race/Ethnicity

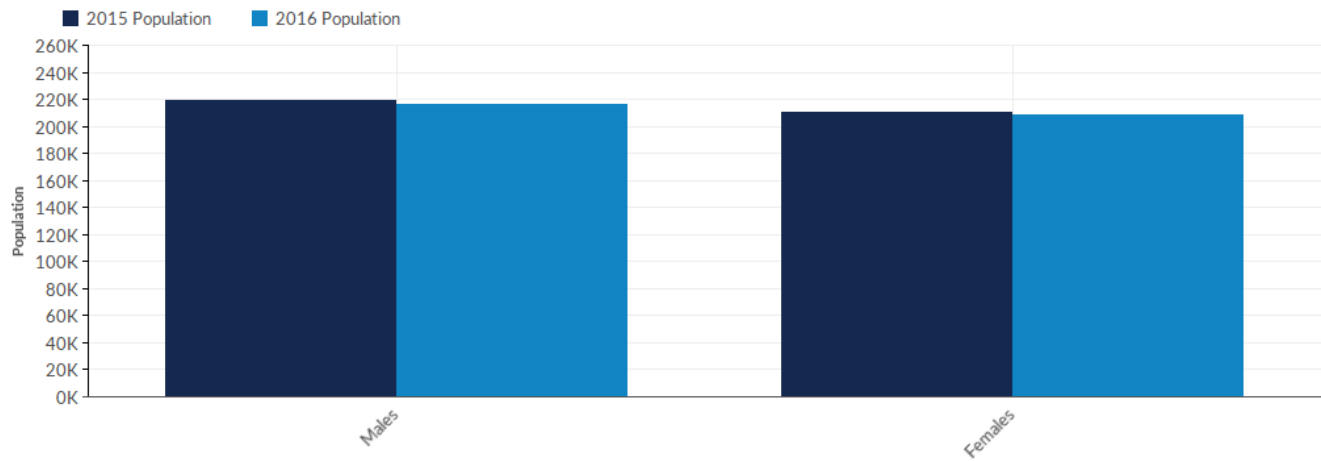


Race/Ethnicity	2015 Population	2016 Population	Change	% Change	2015 % of Cohort
White, Non-Hispanic	320,341	315,679	-4,662	-1%	74.64%
White, Hispanic	46,320	46,435	115	0%	10.79%
American Indian or Alaskan Native, Non-Hispanic	17,940	17,792	-148	-1%	4.18%
Two or More Races, Non-Hispanic	14,653	14,726	73	0%	3.41%
Black, Non-Hispanic	13,305	13,309	4	0%	3.10%
Asian, Non-Hispanic	6,873	6,922	49	1%	1.60%
American Indian or Alaskan Native, Hispanic	3,775	3,861	86	2%	0.88%
Two or More Races, Hispanic	2,188	2,247	59	3%	0.51%
Native Hawaiian or Pacific Islander, Non-Hispanic	2,009	2,048	39	2%	0.47%

Race/Ethnicity	2015 Population	2016 Population	Change	% Change	2015 % of Cohort
Black, Hispanic	1,220	1,250	30	2%	0.28%
Asian, Hispanic	359	363	4	1%	0.08%
Native Hawaiian or Pacific Islander, Hispanic	196	204	8	4%	0.05%
Total	429,179	424,835	-4,344	-1%	100.00%

Source: Emsi 2017

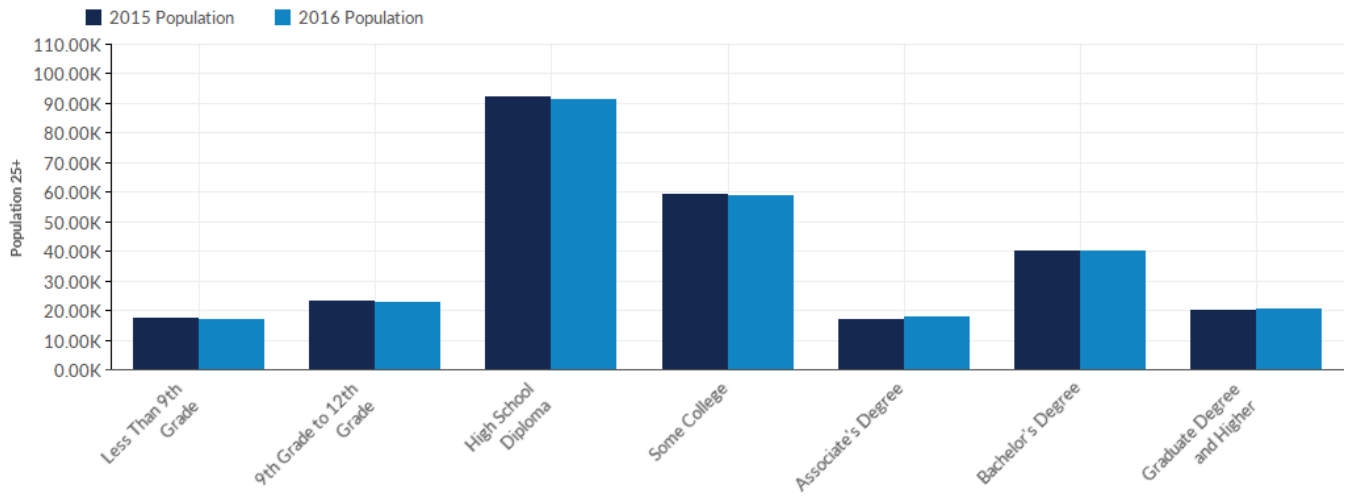
Population by Gender



Gender	2015 Population	2016 Population	Change	% Change	2015 % of Cohort
Males	218,670	216,371	-2,299	-1%	50.95%
Females	210,509	208,463	-2,046	-1%	49.05%
Total	429,179	424,835	-4,344	-1%	100.00%

Source: Emsi 2017

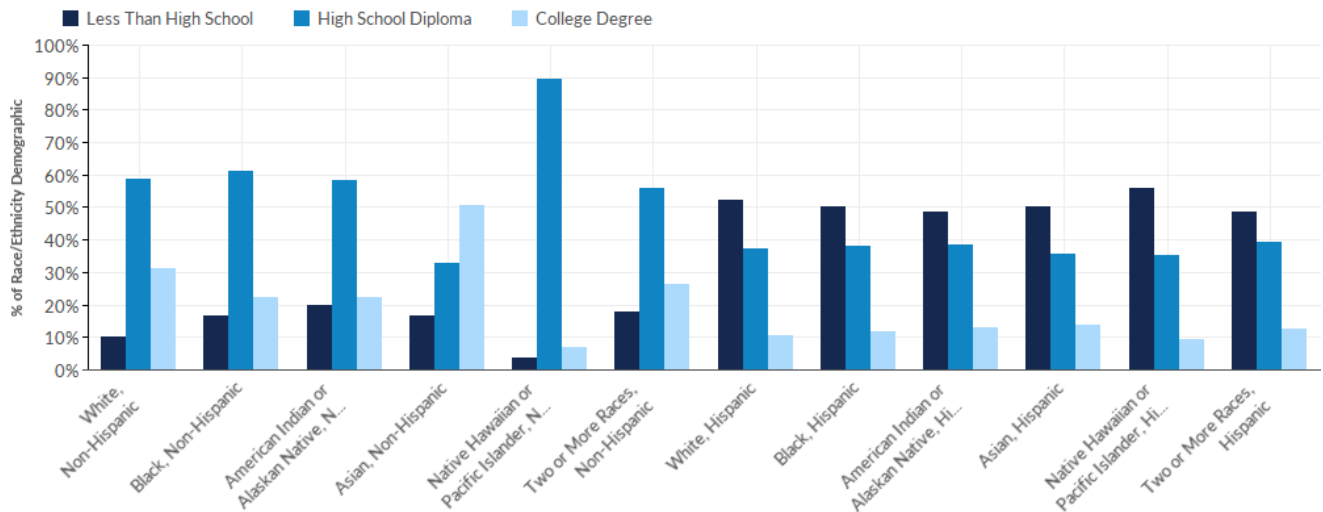
Educational Attainment by Level



Education Level	2015 Population	2016 Population	2015 % of Population	2015 State % Population	2015 National % Population
Less Than 9th Grade	17,523	17,081	7%	5%	6%
9th Grade to 12th Grade	22,993	22,621	9%	9%	8%
High School Diploma	92,282	91,270	34%	32%	28%
Some College	59,339	58,840	22%	24%	21%
Associate's Degree	17,104	17,656	6%	7%	8%
Bachelor's Degree	39,885	39,886	15%	16%	18%
Graduate Degree and Higher	20,180	20,376	7%	8%	11%
	269,306	267,730	100%	100%	100%

Source: Emsi 2017

Educational Attainment by Race/Ethnicity

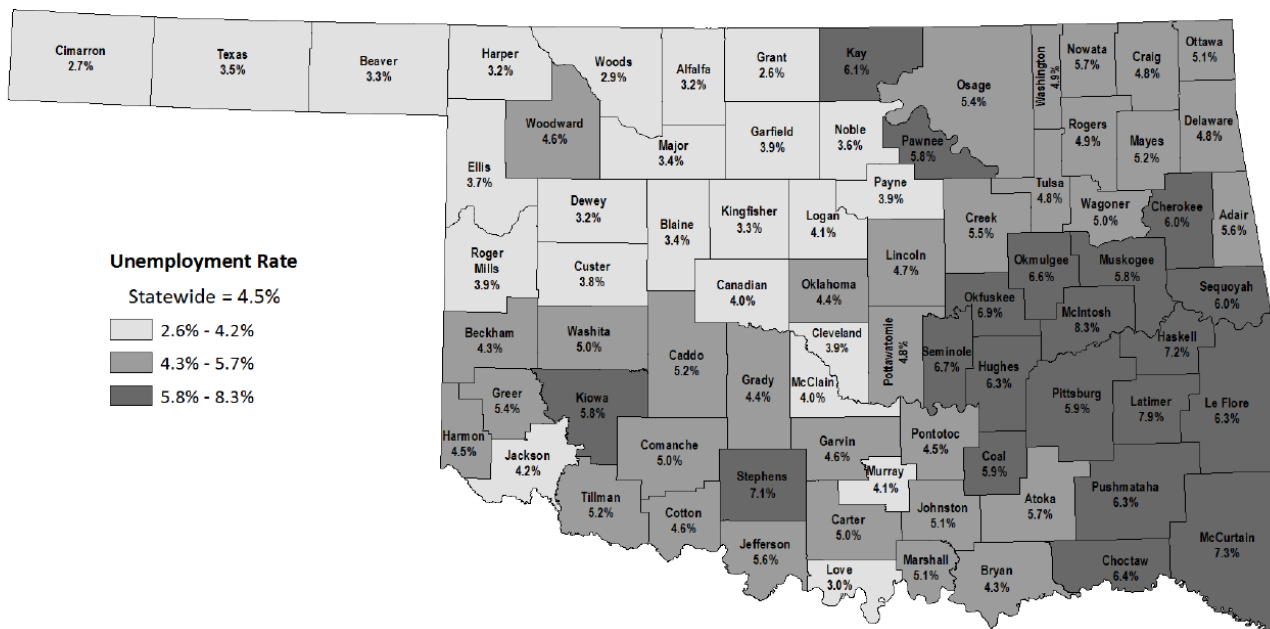


Race/Ethnicity	2015 Population	2016 Population	2015 Less Than High School	2015 High School Diploma	2015 College Degree
White, Non-Hispanic	215,498	213,217	22,070	126,259	67,169
Black, Non-Hispanic	7,976	8,075	1,334	4,882	1,760
American Indian or Alaskan Native, Non-Hispanic	9,575	9,696	1,881	5,568	2,126
Asian, Non-Hispanic	3,475	3,501	574	1,144	1,756
Native Hawaiian or Pacific Islander, Non-Hispanic	923	955	34	827	62
Two or More Races, Non-Hispanic	5,746	5,822	1,035	3,210	1,502
White, Hispanic	23,099	23,336	12,105	8,578	2,416
Black, Hispanic	504	521	253	191	59
American Indian or Alaskan Native, Hispanic	1,500	1,563	729	575	195
Asian, Hispanic	159	173	80	57	22
Native Hawaiian or Pacific Islander, Hispanic	108	110	60	38	10
Two or More Races, Hispanic	744	763	361	291	92
	269,306	267,730	40,516	151,620	77,169

Source: Emsi 2017

The Area has typically had and continues to have relatively low unemployment, staying below the national average and state average. The Areas average unemployment rate according to the Oklahoma Employment Report – December 2016 which was released February 1, 2017 from the Oklahoma Employment Security Commission is 3.5%.

UNEMPLOYMENT RATES by COUNTY – August 2017 (Not Seasonally Adjusted)



	January-17	February-17	March-17	April-17	May-17	June-17	July-17
Western Oklahoma Workforce Development Area	Rate	Rate	Rate	Rate	Rate	Rate	Rate
Alfalfa County, OK	3	2.9	2.6	2.7	3.2	3.3	3.2
Beaver County, OK	2.7	2.9	2.9	2.5	3.1	3.3	3.1
Beckham County, OK	6	5.1	4.8	4.5	4.9	4.7	4.3
Blaine County, OK	3.2	3	3.1	2.9	3.6	3.9	3.6
Cimarron County, OK	2	2.3	2.4	1.9	2.6	3.1	3
Custer County, OK	4.1	4	3.7	3.3	3.8	4.2	3.8
Dewey County, OK	3.1	2.7	2.6	2.4	3.4	3.9	3.6
Ellis County, OK	3.5	3.3	3.4	3.1	3.7	4.1	3.8
Garfield County, OK	4.2	4	3.7	3.5	4	4	3.7
Grant County, OK	2.7	2.8	2.8	2.5	3	2.9	2.7
Greer County, OK	6.4	5.8	5.4	4.9	5.7	5.9	5.8
Harmon County, OK	3.5	3.1	3.8	4.4	5.3	4.8	4.5
Harper County, OK	3.9	3.6	3.6	3	3.6	3.8	3.5
Jackson County, OK	4.2	4.1	3.8	3.6	4.3	4.4	4.3
Kay County, OK	6.4	5.9	5.4	5.1	6	6.3	5.9
Kingfisher County, OK	3	3.1	2.8	2.6	3.1	3.4	3.3
Kiowa County, OK	5.5	5.5	5.2	5.2	5.9	6.1	5.6
Major County, OK	3.8	3.6	3.3	3.2	3.8	3.8	3.4
Noble County, OK	3.4	3.6	3.2	3.1	3.5	3.9	3.5
Payne County, OK	3.8	3.7	3.4	3.1	3.7	4.5	3.9
Roger Mills County, OK	4.3	3.9	3.5	3.4	4.1	4.2	4
Texas County, OK	3.3	3.4	3.3	3	3.7	4.1	3.6
Washita County, OK	6.2	5.6	5.1	4.7	5.3	5.4	5.1
Woods County, OK	2.8	2.9	2.5	2.3	3	3.3	3
Woodward County, OK	5	4.8	4.5	4.4	4.8	4.8	4.5

The Department of Rehabilitation Services (WIOA Title IV CORE Partner) provided links to reports about Oklahomans with disabilities. One report by Cornell University in 2015 provided this data:

Age: In 2015, the prevalence of disability in OK was:

- 15.3 percent for persons of all ages
- 1.6 percent for persons ages 4 and under
- 6.0 percent for persons ages 5 to 15
- 6.2 percent for persons ages 16 to 20
- 14.2 percent for persons ages 21 to 64
- 31.6 percent for persons ages 65 to 74
- 53.3 percent for persons ages 75+

Disability Type: In 2015, the prevalence of the six disability types among persons of all ages in OK was:

- 3.2% reported a Visual Disability
- 5.0% reported a Hearing Disability
- 8.7% reported an Ambulatory Disability
- 5.7% reported a Cognitive Disability
- 2.7% reported a Self-Care Disability
- 6.1% reported an Independent Living Disability

Gender: In 2015, 15.4 percent of females of all ages and 15.3 percent of males of all ages in OK reported a disability.

Hispanic/Latino: In 2015, the prevalence of disability among persons of all ages of Hispanic or Latino origin in OK was 6.9 percent.

Race: In OK in 2015, the prevalence of disability for working-age people (ages 21 to 64) was:

- 13.5 percent among Whites
- 18.1 percent among Black / African Americans
- 3.5 percent among Asians
- 20.7 percent among Native Americans
- 15.0 percent among persons of some other race(s)

Employment: In 2015, the employment rate of working-age people (ages 21 to 64) with disabilities in OK was 35.4 percent.

Looking for Work: In OK in 2015, the percentage actively looking for work among people with disabilities who were not working was 6.4 percent.

Full-Time/Full-Year Employment: In OK in 2015, the percentage of working-age people with disabilities working full-time/full-year was 26.4 percent.

Annual Earnings: In 2015, the median annual earnings of working-age people with disabilities working full-time/full-year in OK was \$36,000.

Annual Household Income: In OK in 2015, the median annual income of households with working-age people with disabilities was \$38,600.

Poverty: In OK in 2015, the poverty rate of working-age people with disabilities was 27.7 percent.

Supplemental Security Income: In 2015, the percentage of working-age people with disabilities receiving SSI payments in OK was 18.8 percent.

Educational Attainment: In 2015, the percentage of working-age people with disabilities in OK:

- with only a high school diploma or equivalent was 37.3 percent
- with only some college or an associate degree was 33.7 percent
- with a bachelor's degree or more was 12.9 percent.

Veterans Service-Connected Disability: In 2015, the percentage of working-age civilian veterans with a VA determined Service-Connected Disability was 28.6 percent in OK.

Health Insurance Coverage: In 2015 in OK, 82.3 percent of working-age people with disabilities had health insurance.

A summary list showed employment rates by state of non-institutionalized working-age (ages 21 to 64) people with disabilities using data from the 2015 American Community Survey (ACS). The employment rate in the US for this population was 35.2% for people with disabilities and 78.3% for people without disabilities. Oklahoma was 35.4 with a disability and 77.8 without a disability.

The full report can be found at: http://www.disabilitystatistics.org/StatusReports/2015-PDF/2015-StatusReport_OK.pdf?CFID=76839&CFTOKEN=9e97bffcd05cf1c3-ED19302A-FB1C-8929-B10F0CB6E49079D3

The second report is attached as appendix D and can be found at:
<https://www.statedata.info/bbstates/Oklahoma.pdf>

The second table on the report (Table 2) shows employment participation for working-age people ages 16-64

Table 2: Employment Participation for Working-Age People (Ages 16–64)

2008		2009	2010	2011	2012	2013	2014
Number of people with no disability	1,948,069	1,962,244	2,021,363	2,041,943	2,063,751	2,076,143	2,071,696
Number of people with any disability	340,570	331,013	330,116	337,470	318,231	320,361	336,746
Number of people with a cognitive disability	134,132	134,381	132,831	133,863	129,916	122,344	124,860
Number of people with no disability who are employed	1,485,481	1,444,331	1,471,695	1,475,911	1,509,343	1,521,354	1,511,672
Number of people with any disability who are employed	144,323	129,152	123,860	118,637	105,865	114,684	122,513
Number of people with a cognitive disability who are employed	38,227	31,179	36,318	34,995	28,453	27,921	29,993
Percentage of people with no disability who are employed	76.3%	73.6%	72.8%	72.3%	73.1%	73.3%	73.0%
Percentage people with any disability who are employed	42.4%	39.0%	37.5%	35.2%	33.3%	35.8%	36.4%
Percentage people with a cognitive disability who are employed	28.5%	23.2%	27.3%	26.1%	21.9%	22.8%	24.0%

Source: American Community Survey (ACS)

(shown below).

In order to move closer to the Governor’s goal of increasing the number of credentialed workers in the state, the WOWDB will need to create an outreach plan to help the Area’s residents become aware of training options that lead to industry recognized credentials as well as available jobs. The WOWDB can also connect with Area public school systems to assist with the efforts for drop-out prevention in order to increase the number of high school graduates specifically targeting minority populations.

More data about the Region which includes the Western Area can be found in the Western Oklahoma Regional Plan.

4. Provide an analysis of workforce development activities*, including providing the SWOT analysis, that indicates how the local area’s service delivery system is prepared to meet the community’s workforce development needs.

a. Describe the strengths and weaknesses of workforce development activities.

The following partner agencies from Western Oklahoma Workforce Development Area (WOWDA) participated in a review of the local area services to business and job seekers through the ‘system certification process’, Self-Assessment, and SWOT analysis. These partners represent business, WIOA Core Partners, required partners, and additional partners in the Western 25 county Area. Some of the partners listed also served with the Western Regional Planning Team whose partner agencies overlap the workforce areas of South-Central and Western local areas.

The review of services for local businesses and job seekers was part of the ‘system certification’ process which was eliminated as a requirement by the state over two years ago. The Northwestern Oklahoma Self-Assessment was completed at a local area partner’s meeting in November 2016. The South West Oklahoma Self-Assessment would have also taken place during this same time frame, but due to the merger and change of staff this information has not be able to be located. The area has requested the assistance of OOWD, but they too have not been able to locate this information. Efforts will continue to find this information, and when it is found, it will be reviewed and this plan adjusted as needed. The SWOT analysis meeting of the Western OK Planning Region took place in November 2016 and was compiled for the plan.

Name	Organization/Title	Current Local Area/ Area
Kat Long	PCDA, Economic Development – Former Board	Western
Alex Mantz	City of Alva, Economic Development – Former Board	Western
Jodi Palmer	OEDA, SCSEP	Western
Diana Ball	Principal, Woodward Middle School; Adult Education Director	Western
Melanie Milacek	Youth Build CDSA	Western
Amanda Wills	CDSA, One Stop Operator, Northwest	Western
Lila Logan	Financial Director, Sandra Beasley Independent Living Center – Former Board	Western
Barbara Schmidt	Enid LO Office Manager OESC	Western
Pam Bridwell	Area Manager OESC – Board	Western
C J Rose	CLEO, Beaver County Commissioner	Western
Stan Ralstin	OK Department of Commerce	Western
Dennis Luckinbill	Luckinbill Inc. – Board	Western
Mark Kinnison	DRS	OK
Melinda Fruendt	DRS	OK
Diedra Williamson	CDSA, One Sop Operator	Western
Jimmy Curry	AFL-CIO- Board	Western
Titus Jacobs	VA – Former Board	Western
Jennifer Miller	Former NW Board Staff	Western
Ali Bolz	DRS – Board	Western
Steve Crank	OESC Area Manager – Board	Western
Taylor Burnett	Career Tech – Former Board	Western

Justin Carnagey	OEDA Executive Director, Fiscal Agent	Western
Dee Ann Grey	OEDA Financial Director, Fiscal Agent	Western
Mike Bostic	(former) OEDA Executive Director, Fiscal Agent	Western
Linda Semmel	DHS County Director	Western
Tim Eden	DHS County Director	Western
Jennifer Haney	Northern Oklahoma Youth Services, Case Manager	Western
Tim Bingham	Former SW CLEO, LEO	Western
Sheryl Kimball	ABE	Western
Carol Estes	Former ResCare-One-Stop Operator	Western
Lara Jernigan	Former ResCare-Service Provider Title I	Western
Mike Brown	SWODA	Western
Nina Green	Board Member	Western
Frank Boswell	OESC	Western
Debora Glasgow	SWODA	Western
John Spurlock	OESC	Western
Carol Sims	Former SW Board Staff	Western
Steve Myers	IBEW	Western
Jan Merrifield	Former Board Staff	Western
Ken Jones	ASCOG	Western

SWOT analysis results:

1. STRENGTHS

- a. Top Findings: Small Town Commitments, Variety of Industries , Vance Military Base, Resourcefulness, Already have Relationships established, Strong Partnerships, Brick and Mortar already exists, Strong Leadership
- b. Supporting Findings: Career Technology Centers, Out of the Box Thinking, Diverse Populations, Regional Universities, Agriculture, Native American Tribes, Wind Energy and Other Natural Resources, Local Workforce Offices, Working already, Sharing = workforce enhancement, Customer Focused, Regional Mindset, Strong Economic Development agencies

2. WEAKNESSES

- a. Top Findings: Limited Transportation, Loss of Population / “limited” population (Funding Formulas affected by this), Budget Cuts, Funding, Access to Health Care – Rural Health Care diminishing, Lack of Knowledge of other Services/Resources, Common Performance Measures – Who gets credit, Accessibility / ADA Compliance, Market Instability
- b. Supporting Findings: Lack of Manufacturing, Boom or Bust Economy, Brain Drain, Marketing, Territorialism, Lack of Broadband, Logistics, Transportation, Lack of Workforce Personnel, Lack of affordable housing, Marketability of workforce system (can’t use funds), Closure of current resources, No Draw for young people – Not hip/cool

3. OPPORTUNITIES

- a. Top Findings: Shared Data Systems, Dual Enrollment w/different funding streams & both meet performance, More opportunities to better serve community because we're working together, Eliminate Duplication, Working / Increased Collaboration with tribes, Political Landscaped Change, Better Trained Case Managers, Opportunities to "Fill in Gaps", Apprenticeships and OJT
 - b. Supporting Findings: Creative Advertising/Marketing, Job Fairs / Cooperative Agencies, Common Registration/Intake Systems, Dual Enrollment, Educate on all services available / across agencies, Agencies could share performance measures, More resources for employment, More transportation resources, "Team" Case Management, Dual Customer Approach – Biz needs = Job seeker needs, Forced innovative approach mentality, More educated workforce – TAA, Forces us to work more closely
4. THREATS
- a. Top Findings: Sanctions for Poor Performance, Funding Cuts, Territorialism, Transient Workers, Duplication of Services, Redundancy, Over dependence on Oil & Gas Industry, Aging Population, Not being able to serve everyone
 - b. Supporting Findings: Lower Commodity Prices, Unemployment rate versus funding, Perception that consolidation threatens small communities, Not being able to provide services across large geographical areas, Staff burnout with larger unmanageable areas, State staff numbers increasing while field staff forced to decrease, Field morale: Asked to do more, with less; while state staff grows and does less

The self-assessment that was utilized in conjunction with the SWOT analysis assisted the Area to focus on a system that is meeting the customer's needs, accessible, current, innovative, and continuously improving.

The self-assessment tool was tabulated and for the three areas (governance, business services, and job seeker services) the Area's respondents voted these items as high priorities, in the initial phase (The team has discussed this indicator but has not started planning), and the respondents were open to training:

- Governance - "The region has described to our local workforce development board(s)'s strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators."
- Business Services – "Business services outreach is an integrated, collaborative process that is developed and shared among all the partners within the system. Someone is designated to coordinate the business services outreach program among our regional partners."
- Job Seeker Services – "Our partners have developed and are implementing their plan to eliminate duplication of core services."

The three Chief Local Elected Officials (CLEOs) and Workforce Board Chairs notably lead and participated in the combined, regional planning process as did a reasonable cross-section of Board membership and state and local agency representatives.

With the approval of this local plan, the WOWDB intends to bring the partners into a more collaborative arena to better understand what the local plan's focus is and to align the Area's activities with the local plans goals. The WOWDB will call for the committee formerly known as 'system certification' to start meeting again to review the available data from the job seeker and business services matrices in order to focus on organizing integrated, collaborative processes for business outreach.

b. Describe the workforce development system's capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment.

According to the WIOA, each local area must have one comprehensive one-stop center that provides access to physical services of the core programs and other required partners. In addition to the core programs, for

individuals with multiple needs to access the services, the Core and Required Partner Programs are required to provide access through the one-stops.

WIOA Core Partners:

- Title I – Adult, Dislocated Worker, and Youth
- Title II – Adult Education Family Literacy Act
- Title III – Wagner-Peyser Employment Services (including JVSG)
- Title IV – Vocational Rehabilitation

WIOA Required Partners:

- Career and Technical Education (Perkins)
- Community Services Block Grant Employment and Training Programs
- Indian and Native American Programs
- Housing and Urban Development (HUD) Employment and Training Programs
- Job Corps
- Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program
- National Farmworker Jobs Program (NFJP)
- Senior Community Service Employment Program
- Temporary Assistance for Needy Families (TANF)
- Trade Adjustment Assistance Programs
- Unemployment Compensation Programs
- YouthBuild

The public workforce system under the direction of the WOWDB is responsible for serving a diverse population of business and job-seeking customers. The WOWDB ensures that a full range of employment and training programs and services delivered through the Area's system are accessible to and will meet the needs of displaced homemakers, low-income individuals, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities) through the Oklahoma Works partnerships and programs. The partners that provide these programs and services include not only the CORE Partners (WIOA Title I, II, III, and IV) but also: the Senior Community Service Employment Program (Title V) administered by the Oklahoma Economic Development Authority, AARP and Association of South Central Oklahoma Governments; Native American Programs with the Otoe-Missouri, Kaw, Cheyenne and Arapaho, Comanche Nation, Citizen Potawatomi and Ponca Tribes; Oklahoma Department of Human Services; Veterans Services; Trade Adjustment Assistance Program (TAA); local public libraries and community organizations like the Woodward Literacy Council, Pregnancy Centers, and Lions Club.

All career and training services provided by the WIOA Title I Service Provider are available to all groups of people and accessible through the Oklahoma Works Offices and complies with what has been suggested, recommended, and defined in federal and state guidance. Each agency and CORE partner is required by law to provide access to certain services outline in the WIOA and it is the express desire of the WOWDB that each of those agencies and CORE partners are well aware of their own requirements. The WOWDB is exploring new and more "customer friendly"/easier ways to access these services possibly via other outlets using technology or satellite offices. Without exception, there will be a large cost involved with new technology so the WOWDB will clearly be seeking funding from the state or other resources. It is hoped that the state will invest in a system that is sufficient for all areas to utilize and can pay for it with set-aside funds.

There are no "special/exclusive" services set aside for specific groups of individuals; all job seekers are taken through the same process to determine needs and address barriers. At the time of this local plan's development, there are no specific nontraditional training and employment activities provided in the Area. The special needs of each of the above listed targeted groups are identified during the objective

assessment/initial assessment process (service strategy design process) which is in place in each of the Area's Oklahoma Works Offices.

The related partners have a similar process mandated by their funding stream and/or state office. The process to receive services is simple—a job seeker walks into an Oklahoma Works office to speak to a staff member and the assessment process begins. The main goal is to help the job seeker obtain employment. After receiving basic career services and the One Stop Operator or staff has made a determination that the customer is unable to obtain employment or is unable to retain employment or get a better job without more intensive services, if the job seeker is eligible and desires more intensive services and the assessment process continues. The WIOA Title I staff then go through a procedure with the customer of determining, through assessment, career planning, and counseling, what specific services the customer needs to obtain a job or get a better job. Because of the close connection with local partners, the services provided are considered 'wrap-around services' as they are intended to overcome the barriers to employment not just focus on one program's performance goals. Although the term 'wrap-around services' should be clear to understand because the services and partners "wrap around" the customer rather than providing services in a silo approach (and it is also mentioned in connection to question #6 of the Local Workforce Development System Description), this term has been utilized for over a decade in the Western Oklahoma Area and can be associated with limiting/eliminating duplication of services, providing comprehensive support for the success of the individual rather than one specific program, and keeping partner connections strong. According to a Google internet search, "the wraparound process is an intensive, individualized care management process for youths with serious or complex needs. Wraparound was initially developed in the 1980s as a means for maintaining youth with the most serious emotional and behavioral problems in their home and community." The appropriate mix, coordination, and delivery of wrap around services is determined by the case managers and the customer and completely dependent on the needs of the customer. For example a person with dyslexia who is homeless and has over \$200 in fines isn't going to be set up to immediately start an occupational skills training program – rather a team of service providers (these could be the CORE partners and/or additional partners) get together with the person to triage the needs of the individual and work to figure out what organization can pay for which services all building toward a successful employment plan.

In the WOWDA, the recent move to have WIOA Title I staff serve in a comprehensive role and not just per specific program (adult, dislocated worker, youth) allows the staff to participate in 'joint staffing or 'team case management' efforts which helps encourage the provision of wrap-around services. The collective affect is the job seeker is surrounded by a team of workers, programs, and agency staff who can support the job seeker throughout the course of the journey to employment and career advancement.

The workforce development system in WOWDA is responsible for serving a diverse population of job-seeking customers. The One Stop Operator ensures that a full range of employment and training programs and services delivered through the area's system are accessible to and will meet the needs of displaced homemakers, low-income individuals, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities). All Career Services provided by the WIOA Title I Service Provider are available to ALL groups of people. Each partner may have "special" services set aside for specific groups of individuals in the Area. At this time, there are no specific nontraditional training and employment activities provided in this workforce investment area. The special needs of each of the above listed targeted groups are identified during the objective assessment and service strategy design process which is in place in each of the area's Oklahoma Works offices. Career Services are defined in TEGL 3-15 as:

Career Services. WIOA authorizes "career services" for adults and dislocated workers, rather than "core" and "intensive" services, as authorized by WIA. There are three types of "career services": basic career services, individualized career services, and follow-up services. These services can be provided in any order; there is no

sequence requirement for these services. Career services under this approach provide local areas and service providers with flexibility to target services to the needs of the customer. The three categories of career services are defined as follows:

Basic Career Services

Basic career services must be made available to all individuals seeking services served in the one-stop delivery system, and include:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
- Outreach, intake (including identification through the state’s Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the one-stop delivery system;
- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;
- Labor exchange services, including—
 - o Job search and placement assistance, and, when needed by an individual, career counseling, including:
 - Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and,
 - Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA);
 - o Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;
 - o Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including—
 - o Job vacancy listings in labor market areas;
 - o Information on job skills necessary to obtain the vacant jobs listed; and
 - o Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
 - Provision of performance information and program cost information on eligible providers of training services by program and type of providers;
 - Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s one-stop delivery system;

- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development (HUD)¹ ; and assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program;
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
- Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim
 - Meaningful assistance means providing assistance:
 - On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim,
 - By phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time;
 - The costs associated in providing meaningful assistance may be paid for by the State’s UI program, the WIOA Adult or Dislocated Worker programs, the Wagner-Peyser Employment Service, or some combination thereof these funding sources.

Individualized Career Services

If one-stop center staff determine that individualized career services are appropriate for an individual to obtain or retain employment, these services must be made available to the individual. These services must be available in all one-stop centers. One-stop center staff may use recent previous assessments by partner programs to determine if individualized career services would be appropriate. These services include:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
 - Diagnostic testing and use of other assessment tools; and
 - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;
- Group and/or individual counseling and mentoring;
- Career planning (e.g. case management);
- Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals

for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term prevocational services;

- Internships and work experiences that are linked to careers;
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;
- Financial literacy services;
- Out-of-area job search assistance and relocation assistance; and
- English language acquisition and integrated education and training programs.

Follow-up Services

Follow-up services must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Counseling about the work place is an appropriate type of follow-up service. Follow-up services do not extend the date of exit in performance reporting.

Career Services for all core partners are provided in our comprehensive center. All other centers have the ability to refer customers to our partner programs.

The Area will incorporate the “Access for All” https://www.ok.gov/abletech/Workforce_for_All/index.html process in all services and activities across the area moving forward.

Oklahoma Works Workforce System Access for All Certification Process

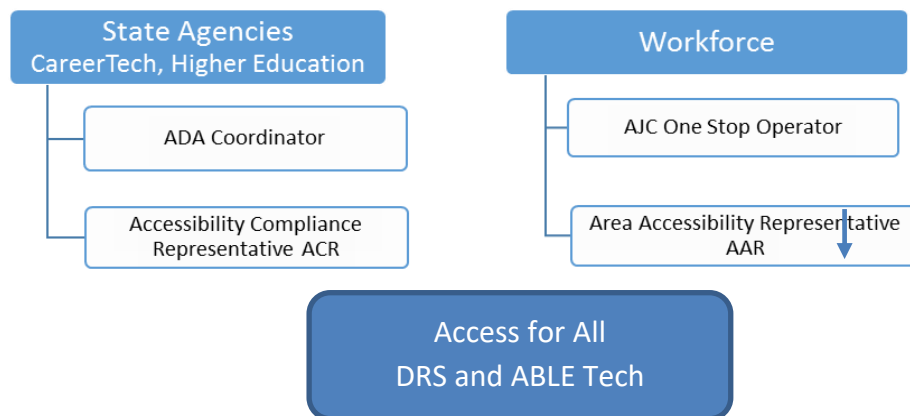
There are two parts to the Oklahoma Works Workforce System Access for All (referred to as “Access for All” from this point on) Certification in Oklahoma. One considers accessibility in the physical space and the other considers accessibility in technology. Both focus on the environments that Job Seekers interact with when participating in services provided through the Oklahoma Works Workforce System Partners. In the end, Oklahoma Works Workforce System Partners and Workforce Areas will work through an Access for All Accessibility Process.

The [Roadmap for Physical and Technology Accessibility Standards Certification](#) specifies steps required to attain certification under the Access for All initiative. The Roadmap provides an outline of the required steps and introduces some of the tools available to help Entities work toward certification.

As Entities move toward certification in either physical or ICT accessibility, Access for All anticipates that there will be times when a physical location or ICT resource cannot be made accessible quickly. The Access for All Equally Effective Alternative Access Plan will help Entities to detail the plans that they will implement when a Job Seeker with a disability tries to use those physical locations or ICT resources.

A key component of the Access for All certification is the presence of a local coordinator who is the point of contact between Workforce System Entities and Access for All. This role varies based on the type of Entity.

- State agencies should have an ADA Coordinator identified. The ADA Coordinator typically oversees an agency’s efforts to identify and remove barriers that keep job seekers with disabilities from accessing programs, services and activities or from practicing effective communication. The ADA Coordinator in the Access for All initiative will serve as point of contact and agency subject matter expert on physical and program access.
- State agencies should also have an Accessibility Compliance Representative, or ACR. The ACR focuses on an agency’s information and communication technology (ICT) accessibility efforts. The ACR in the Access for All initiative will serve as point of contact and agency subject matter expert on information and communication technology access.
- Entities such as American Job Centers shall designate an Area Accessibility Representative, or AAR. The AAR is unique to Entities that do not otherwise have an ADA Coordinator or ACR identified. The AAR in the Access for All initiative serves as a coordinator and point of contact between the Entity and Access for All in both physical and ICT access. The AAR may be asked to coordinate activities related to certification as well. American Job Centers maintain a one-stop operator; it is recommended that the one-stop operator also be appointed as the AAR.



Any questions about the Access for All certification process or the above roles are welcome. Entities may **submit questions about the Certification process online** (<http://bit.ly/AccessQuestion>).

Physical Accessibility

Access for All will assist the Oklahoma Works Workforce System Partners in working toward certification of their physical locations in the following ways. Access for All will assess physical locations and review them for compliance with the ADA Standards for Accessible Design and make recommendations for ways in which any noted deficiencies may be corrected. Access for All will work with the Oklahoma Works Workforce System ADA Coordinators or their designees to design and implement a systematic process for ensuring that leased and purchased spaces are thoroughly reviewed for compliance with the ADA Standards prior to taking possession.

At the Workforce System Area level, each Area will designate an Area Accessibility Representative, or AAR. Access for All will work with each AAR to provide them the training they will need in order to identify the physical accessibility barriers most commonly encountered in most locations. Areas for which training shall be provided include:

- Parking Areas
- Accessible Routes
- Ramps

- Entrances and Doors
- Signage
- Interior Spaces
- Bathrooms

The AAR can contact Access for All to request information and guidance for situations outside their levels of expertise. Ensuring that knowledge of design requirements are distributed among the Workforce System will help in preventing and ameliorating barriers for physical access.

You can **submit questions about the Certification process online** (<http://bit.ly/AccessQuestion>).

Information and Communication Technology Accessibility

Access for All looks at the processes and people involved in creating accessible technology environments for Job Seekers. In state agencies, the Career and Technical Education system and higher education institutions the Certification asks for each entity to report its designated Accessibility Compliance Representative, or ACR. The ACR serves as the point of contact between the entity and Access for All, as well as being the point of contact within the entity. The AAR's role is different than that of the ACR. An AAR will serve primarily as a coordinator of activity between the Workforce System Area and Access for All.

Access for All will assist the Oklahoma Works Workforce System Partners in working toward certification in technology accessibility by providing a framework. This framework consists of tools to help to identify and prioritize technology tools offered to Job Seekers. This will capture all of the technology that Job Seekers use, whether they come from within an entity or from outside of the entity. Then, each entity will answer a questionnaire that asks about policy and processes to help to make sure that accessibility is always part of the conversation about technology use. Based on the technology inventory and questionnaire (see "Resources" below), Access for All will work with each entity that seeks certification to detail the entity's efforts in the context of five areas, where applicable:

- Policy and Procedure
- Procurement and Acquisition
- Web sites and Software
- Non-web Content (Word, PowerPoint, PDF, for example)
- Multimedia

Access for All will help to define the full scope of the entity's certification steps and to set achievable goals within that scope. Ultimately, certification steps for entities that seek certification depend on the kind of technology that the entity serves up to Job Seekers.

You can **submit questions about the Certification process online** (<http://bit.ly/AccessQuestion>).

Additional Access for All Certification Resources

- The ADA Physical Accessibility Checklist is available in two formats: [ADA Checklist in Word](#) and [ADA Checklist in PDF](#). This accessibility checklist has been provided to assist in identifying key aspects of accessibility for site locations. It conforms to the latest accessibility guidelines contained in the 2010 ADA Standards for Accessible Design. It has helpful notes and visual aids to guide the individuals utilizing it to be better able to accurately assess a given location for compliant with the Standards.
- [ICT Accessibility Checkpoints](#) look at process and policy that support an independent and sustained ICT accessibility effort.
- Tools are available to help to guide you through the certification process in more detail. Each tool fits into a different timeframe in the ICT accessibility certification process.

- Information and Communication Technology Inventory
 - This asks that the Entity identify all of the technology that it uses to provide access to programs, services or activities or to communicate with all Job Seekers. The inventory asks to identify the tool, the Entity that owns or administers the tool, and the importance of the tool to the Job Seeker's work with the Entity.
- Access for All ICT Accessibility Program Questionnaire
 - This guides the Entity through a set of questions that help to identify challenges and opportunities in beginning and sustaining activities around ICT accessibility. The questionnaire helps to more specifically measure where an Entity is with respect to ICT accessibility processes, training and administration. It will be used to track progress over time as well.

Surveys to Employers, Employees and Job Seekers

Access for All will assist with a survey that asks employers, service provider employees and job seekers about their experience with the Workforce System. Access for All will assist by providing survey questions that ask these audiences specific questions about their readiness and satisfaction with employers and the Oklahoma Works Workforce Development System.

Surveys will begin to circulate to these audiences during the Fourth Quarter of Program Year 2018 (April-June, 2018).

c. Describe the employment needs of employers.

The knowledge and skills needed to meet the demands of the existing and emerging industries in the Western Oklahoma Workforce Development Area are similar to that of the Western Oklahoma Region and range from less than a high school diploma to advanced degrees and certifications. Some specific jobs and requirements available in the Area have been listed in previous sections.

Businesses in the Area want qualified talent for their businesses – workers who have the knowledge, skills sets, and abilities that will meet and/or exceed their workforce needs and help the business maintain a competitive advantage and/or become globally competitive in the current and future markets. Soft skills and hard skills are both of major concern for businesses. Internet searches of the phrase 'what skills do employers wants', blog sites, workforce development white papers and articles shown that businesses desire employees who exhibit the following: problem solving and critical thinking skills, positive work ethic, appropriate life management skills (balance between personal and work life), strong oral and written communication skills, interpersonal skills (team work), information gathering and organizational skills, occupational and job-related skills, self-direction and personal initiative, and customer service skills. This information is backed up by the businesses who attend the WOWDB meetings and share about their workforce needs, frustrations and ideas for developing solutions. The WOWDB reviews the job orders in Oklahoma Job Match and data from Emsi regarding employer needs. It is clear that the WOWDB needs to embrace more local business engagement opportunities in order to gain quality feedback on specific needs in this specific area of the state.

The skills needed by business are clearly as complex as advanced training can provide but also as straightforward as needing the employee to show up to work on-time. The Area's goal is that the available workforce is (1) endowed with the knowledge, skills, and abilities that will equip them to obtain, retain and advance in the jobs of the 21st century that will give them a good quality of life for their families, and (2) able to meet the needs of business for skilled works which will promote the businesses ability to remain locally, regionally, and globally competitive.

The Area has had several business surveys conducted by various partners that include housing, wages, and hiring needs. Although not identified as a direct contributor or recipient of the survey results, the WOWDB partners and businesses share the results at Board meetings. As the WOWDB progresses to a more strategic

Board rather than a focus on WIOA Title I, they will continue to explore opportunities to partner with other organizations like the local chambers of commerce and economic development to participate in business surveys.

5. Based on the information above, describe the local area's key workforce development issues and possible solutions to be implemented within the local area.*

Clearly there are many issues that need addressing in the Western Oklahoma Workforce Development Area regarding workforce. The Workforce Board is not seen as the "go to" group for workforce solutions, the Area is desperately needing a workforce that already has 'soft-skills' that do not need to be taught on the job, and the Area (individual communities especially outside the 7 cities that have an Oklahoma Works Office) are unaware of the services available through Oklahoma Works and partners.

The Area addresses the continual workforce demand changes by annually reviewing the Demand Occupations Policy/List and updating it to support a skilled and ready workforce for employers. There is still a gap of workers that do not possess the skills needed by employers for high wage jobs. Since this area consists of 25 counties the demand occupations list is broad to include many occupations that are in demand across the vast area.

The Area supports the development of career pathways as a method through which workers can move up the career ladder by completing short-term certificate training programs (available through the career techs and/or area businesses through the possible use of vouchers, family support, or other partner paid program funds) that lead to credentials and upward mobility in their career of choice. This laddering effect, over time, produces a better-trained and qualified workforce for local employers, as well as higher wages for employees, which, in turn, creates a positive economic impact on local communities and the state as a whole. The lack of a defined or developed career pathway for any industry is stunting growth for the Area. It is hoped that with the development of a Regional Sector Strategy the progress toward career pathways will be established.

The CORE partners and required partners are supposed to be engaged with the workforce board and attend meetings in order to provide their expertise, opinions, and support of the Boards plan. With respect to the development of career pathways, the area and partners are not as connected as they could be and need a convener or catalyst to get the process moving which is why the South Central area has suggested as a model for this process. The goal is to have the WOWDB, via the partners and one stop operator as needed, explain the concept of sector partnerships and career pathways, and engage employers in discussions about their industries, training needs, skill gaps, and what they believe their future needs will be. The information gathered during these meetings is used as a catalyst to form industry partnerships and build the short-term trainings, resulting in certificates and credentials in driver industries.

The WOWDB, in coordination with the Western Oklahoma Planning Region, will begin its focus on Health Care Industry and use the sector strategy framework to begin to develop a Health Care sector strategy. We will expand to other industries after we complete the framework for Health Care. Our goal is to have the framework for Health Care completed by July 1, 2018.

As indicated in previous sections of this plan, there are many businesses and industries across the 25 county area that provide for a wide array of employment opportunities and workforce challenges. This plan focuses on building a health care sector strategy but does not presume all other businesses and industries will not need help. The area will have to continue as usual with the partnerships to meet the needs of employers as they have been. With the acceptance of this plan it is anticipated that the partners, CORE and all others, will take an active role in supporting the plan and not just focusing on their specific program or population to be served. The Board will ensure that all partners in the area are aware of the skills needed for the available jobs, the demand occupations, and have establish a methodology that will ensure no client will be refer to a business unless they can be of value to that company and fit that work culture. Partner meetings will need to

increase to more than once per quarter and will have a focus on distributing information about demand occupations, available training, and businesses who are hiring in the area.

6. Based on the analysis above, provide a description* of the local board's strategic vision and goals to support economic growth and economic self-sufficiency, including:
- a. Goals for preparing an educated and skilled workforce, including individuals with barriers to employment; and,

Although WOWDB is a newly merged area and are working to get staff, service provider and one-stop Operator in place, the Strategic vision and goals of the WOWDB is to support economic growth within our 25 county area. The proposed WOWDB mission is "To provide a collaborative talent development system within the region" and the proposed WOWDB vision is "Innovative leadership advancing a quality talent development system".

The newly formed WOWDA has been partnership focused, in an effort to move beyond their silo'd programs and into a better understanding of how the Board should be leading the workforce development system. This partnership focus draws resources and momentum from multiple sources to provide a collaborative talent development system that engages employers and job seekers at the local level. WIOA states that the purpose of a local workforce development board is to set policy, oversee the workforce development system, coordinate resources, and convene partners and employers for the local portion of the statewide workforce development system.

Under WIOA, priority must be given to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the provision of individualized career services and training services. Priority must be provided regardless of the level of funds received by the local Board.

Because WIOA programs are statutorily required to provide priority for public assistance, low-income and basic skills deficient individuals, priority at the local Oklahoma Works offices must be provided in the following order:

- 1) Veterans and eligible spouses who are also recipients of public assistance, other low-income individuals or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
- 2) Non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority because of being recipients of public assistance, low income or basic skills deficient.
- 3) Veterans and eligible spouses who are not included in the group of public assistance, low income or basic skills deficient.
- 4) Non-covered persons outside the groups given priority listed above.

WIOA provides federal funds to assist states and local workforce development systems to increase the employment, retention, earnings and occupational skill attainment of workers, particularly those individuals with barriers to employment. Oklahoma and the Area have programs and supports in place in serving individuals with barriers to employment through the Oklahoma Works initiative and partnerships and local collaborative efforts with economic development organizations, community based organizations, and faith based organizations.

In order to meet and exceed the goal of preparing an educated and skilled workforce, including individuals with barriers to employment, the board must do a better job of connecting business with qualified talent. It will need to educate the community regarding the available workforce services with the system, have a closer

connection to business and groups that serve business, move faster and stronger with the partnership focus, and stop talking only WIOA Title I at their meetings.

b. Goals relating to the performance accountability measures based on performance indicators.

The negotiated rates for the federal WIOA Title I programs and the Wagner-Peyser Program can be found on question 10 of the “Local Workforce Development System Description” section.

The past several years have seen many businesses in the Area either closing and moving internationally or relocating to another part of the United States. This, plus the national economy still recovering from the recession and the ever flexing energy industry, has caused some unrest in the job market as workers who had been with a company for 15 plus years are now dislocated from those jobs. Because of this, the Area has focused mainly on short-term prevocational services or Occupational Skills Training to get workers back into the job market as quick as possible capitalizing on transferable skills or through the obtainment of an industry recognized credential for a demand-occupation. On-the-Job Training contracts were successful in the past. As we move forward the WOWDB is seeking new opportunities for more.

In the past, the Registered Apprenticeship programs were not pushed as a priority of service for our customers. WOWDB will work with community colleges, technology centers, employers, and trade organizations to re-invigorate the “learn and earn” training opportunities. The WOWDB has reached out the Federal and State Registered Apprenticeship offices to discuss how the workforce system can prepare individuals for apprenticeships. Further guidance from DOL on how WIOA training resources can be used in the Registered Apprenticeship model should clarify the funding strategies; however, until then, WOWDB will apply its current policies to assist individuals interested in Registered Apprenticeships. The WOWDB feels that by providing more opportunities to connect business with qualified talent with programs like Registered Apprenticeships, performance accountability measures can be easier to attain.

The WOWDB will continue to work with the Area’s Key Economic Networks (KEN) and Champion as well as all the Western Oklahoma Planning Regions KEN Champions as they help drive the strategies and tasks needed to strengthen the talent delivery system. Given skill and talent supply concerns shared by local employers, the WOWDB will be looking at the Health Care industry for opportunities to develop sector strategies and create opportunities to collaborate and leverage best practices. This will allow for the coordination and investment in partnership infrastructure where such may not have yet been developed.

In order for Oklahoma to meet labor demands, for businesses and entrepreneurs to grow and prosper, and for Oklahoma citizens to maintain wealth generating occupations, the WOWDB understands the new minimum for success moving forward will increasingly include a postsecondary degree or credential. Coordinating all the partners to focus on this idea will increase wealth generating opportunities as businesses will obtain the talent they need to grow and prosper which will increase employment opportunities. Striving to reach beyond the scope of WIOA and providing training and education opportunities (including ‘earn while you learn’ options such as registered apprenticeships) for job seekers to obtain quality employment will help the state achieve its goal of increasing the wealth of Oklahomans.

State workforce partners, departments, and agencies impacting career readiness have developed metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on the newly created OKStateStat.OK.gov, that form the foundation of the Governor’s Council Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

Workforce partners will also establish an annual review of funding sources and incentives provided by federal, state, and local sources and chart the effectiveness of federal and state funding used by the state’s education, workforce, and economic development system. Additionally, departments and agencies impacting career

readiness will continue tracking metrics for targeted wealth generation. Workforce System Partner Agencies, including the Core Partners, meet regularly to provide updates regarding their education and training activities, and to leverage partnerships with and promotions of training and education. In order to best support these efforts the WOWDB will develop a process to track local progress that supports the state vision and goals.

7. Describe the strategy* to work with entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals.

The WOWDB is charged with the implementation of the Workforce Innovation and Opportunity Act of 2014 whose purpose is to “improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.” The WOWDB has accepted the responsibility for convening the system partners to promote collaboration and reduce duplication.

The “Local Workforce Development System Description” (next section) elaborates on how the WOWDB strategic policy is performed at the operational level. Partners and a description of their services and programs are provided in the next section. All these partners have been engaged to serve on the Board, attend Board meetings, participate in partner meetings, engage with businesses, serve on committees, and/or provide their expertise to develop workforce solutions and conduct a gap analysis of the area.

Representatives from WIOA core programs serve as members of the WOWDB. Local board representation allows for formal input on the direction of workforce activities and resource alignment. Although not yet fully formed and functional, a workforce system team is being discussed to convene regularly to address Oklahoma Works (workforce development) activities, service integration, and the implementation of area wide workforce development initiatives.

The workforce system is often a confusing marriage of private and public agencies, programs, and services. To enlighten stakeholders and other community partners, the WOWDB will be developing more relationships and processes to coordinated partners and resources, as this merger continues. The newly formed WOWDA partners can share information related to agency functions, programs, and services and, in turn, meet the needs of job center customers in the most comprehensive manner possible. A small team from the area was successful in visiting of the Oklahoma Works Office sharing then known information about WIOA Performance Measures. These types of coordination and will continue within WOWDA.

B. Local Workforce Development System Description:

1. Describe the workforce development system in the local area by addressing each of the following.
a. List and describe the programs that are included in the system.

The Western Oklahoma Workforce Development Area currently partners with the required WIOA partners in Sec 121 (b):

- WIOA Title I (Adult Dislocated Worker and Youth formula programs) administered by the U.S. Department of Labor
- Adult Education and Literacy Act programs administered by the U.S. Department of Education
- Wagner-Peyser Act Employment Services administered by the U.S. Department of Labor
- Rehabilitation Act Title I programs administered by the U.S. Department of Education
- Temporary Assistance for Needy Families (TANF) administered by the U.S. Department of Health and Human Services
- Public libraries
- Youth Build

- Oklahoma Career Technology
- Community Based Organizations
- Youth and family services organizations
- Senior Community Service Employment Program
- National Farmworker Jobs Program (NFJP)

Wagner-Peyser/Labor Exchange

- Oklahoma’s workforce system receives funding through the Wagner-Peyser Act (also commonly referred to as Labor Exchange). The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the Employment Service. The Act was amended in 1998 to make the Employment Service part of the One-Stop services delivery system.
- The One Stop delivery system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop, and frequently under one roof in easy-to-find locations.
- The Employment Service focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.

Oklahoma Employment Security Commission:

- The OESC is a United States Department of Labor (USDOL) funded agency dedicated to providing quality service and assistance to Oklahoma businesses and job seekers. Our mission is to enhance Oklahoma's economy by:
 - matching jobs and workers to increase the efficiency of local labor markets,
 - providing Unemployment Compensation to support unemployed workers and their communities,
 - preparing a skilled workforce to enhance and align their skills to meet local labor market needs,
 - gathering, analyzing and disseminating information about the labor force to improve local economic decisions.
- The OESC has a vast amount of experience working with and supporting the business community. Whether assisting with the recruitment and attraction of new employers or sustaining existing employers, the OESC is a vital partner of business. An example of our commitment to the business community is our nationally recognized recruitment model to assist new or expanding businesses to meet their workforce needs. The Talent Acquisition Team (TAT) is a unit of recruiters assigned to assist employers with a customized strategy of recruitment services. Our highly trained staff works diligently to connect individuals with employment opportunities through customized services that allow every job seeker to know their skills, improve their skills and get the best job possible with those skills.

OESC is the Administrative partner for the following programs:

The Federal Bonding Program

- The U.S. Department of Labor's Federal Bonding program offers a proven and effective tool for workforce development professionals to help both employers and at-risk job applicants at no cost.
- Many employers carry insurance to protect themselves against employee theft or dishonesty. Employees who handle money, valuable tools or goods are covered. This insurance is called fidelity bonding. When such commercial insurance is denied because of an individual's background, the employer often denies a job to that person.
- The Federal Bonding Program provides individual fidelity bonds to employers for job applicants who are deemed unbondable by commercial carriers because of a:
 - Record of arrest, conviction, or imprisonment
 - History of alcohol or drug abuse
 - Poor credit history
 - Lack of employment history
 - Dishonorable discharge
- Fidelity bonding may be provided for any individual who:
 - Has a firm job offer and is qualified for the job

And if the job:

- Offers steady work with reasonable expectation of permanence
- Is not self-employment.

The Bond does not cover liability due to poor workmanship, job injuries or work accidents. It is not a bail bond or court bond for the legal system. It is not a contract bond, performance bond or license bond sometimes needed to be self-employed.

Bonds are issued in the amount of \$5,000 (or higher) and are available at no cost to employers or job seekers. The applicant is covered for the first six months of employment, but the employer may then purchase additional coverage.

Trade Adjustment Assistance and Trade Readjustment Allowance

- Trade Adjustment Assistance (TAA) is a federal program which provides assistance to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports. Under this program you may qualify to receive allowances for training, job search and relocation if your company is certified as "Trade Impacted" by U.S. Department of Labor (DOL). Additionally, a Trade Readjustment Allowance (TRA) may be payable if you qualify.
- Trade Readjustment Allowance (TRA) is a weekly allowance payment to workers covered under a certified Trade Act petition who have been separated because of lack of work in employment covered by the petition certification.

- An application for TRA will not include applications for job training, job search and/or relocation allowances. You are required to file a separate application for each of these benefits.

Work Opportunity Tax Credit

- The Work Opportunity Tax Credit (WOTC) is a tax credit offered to employers as an incentive to hire individuals who are members of targeted groups which have traditionally faced significant barriers to employment. The credit is used to reduce the federal tax liability of private/for-profit employers.

Veterans Program

Mission Statement

As Veterans serving Veterans, our mission is to insure Veterans Priority of Services throughout OESC, along with offering our Veterans and the transitioning service members with the proper resources and services to succeed in the 21st Century workforce. We pledge our utmost to protect their employment rights, maximize their employment opportunities, and meet the labor market demands with qualified veteran employees.

Veterans' Priority

The U.S. Department of Labor provides grant funds to the State of Oklahoma to provide employment and training services to eligible residents and workers. As a condition to receiving those funds, priority of service will be given to qualified veterans when referring individuals to job openings, DOL funded training programs or related services. In accordance with the implementation of the Veterans' Priority Provisions of the "Jobs for Veterans Act" (PL 107-288), qualified veterans will receive priority referral to services over non-veterans as determined by each program's mandatory eligibility criteria.

Information and assistance will be provided by One-Stop and Workforce Center staff regarding available employment programs, training opportunities and services, eligibility requirements, and veteran's priority. Veterans are encouraged to avail themselves of these opportunities.

Veteran Employment and Training staff or One-Stop staff is available to explain program mandatory eligibility and veterans' priority.

Senior Community Service Employment Program

The Oklahoma Economic Development Authority administers the SCSEP program in 16 of the 25 counties, Association of South Central Oklahoma Governments administers the SCSEP in 8 of the 25 counties and AARP administers the SCSEP in Payne County.

- The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers.
- SCSEP participants gain work experience in a variety of community service activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers. The program provides over 40 million community service hours to public and non-profit agencies, allowing them to enhance and provide needed services. Participants, nationally, work an average of 20 hours a week, and are paid the highest of federal, state or local minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

WIOA title I programs Adult, Dislocated Worker, and Youth formula programs

- Our local partner is the grant recipient, which is the Board of Chief Elected Officials. Funds for these programs are managed by the Western Oklahoma Workforce Development Board (WOWDB).

- The Title I contractor provides integrated services to Adult and Dislocated Worker and Youth Programs. Most of the efforts provided by the Title I provider can be distinguished into three categories: Basic Career Services, Individual Career Services, and Training Services for Adult and Dislocated Workers as well as the 14 Youth Elements.
- Under WIOA Title I, “adults” are individuals age 18 and over. “Dislocated workers” include those who have been laid off or have received notice of termination from employment, are self-employed but unemployed due to general economic conditions, are the spouse of a member of the Armed Forces on active duty who is unemployed due to relocation for permanent duty reassignment, or are displaced homemakers. The adult funding stream includes a priority of service for public assistance recipients and other low-income individuals, as well as individuals who are basic skills deficient, for receipt of career and training services. Also, veterans are a priority population as a result of the Jobs for Veterans Act of 2002.
- WIOA Title I Adult and Dislocated Worker funding streams pay for career services and training services. Career services cover a broad range of activities, including initial and comprehensive assessment of skills, providing information about careers and the local labor market, job search assistance, development of an individual employment plan, career counseling, internships and work experiences linked to careers, financial literacy, English language acquisition and Integrated Education and Training, information and assistance in filing for unemployment compensation, and assistance in establishing eligibility for federal and state financial aid. Training services include occupational skills training, on-the-job training, incumbent worker training, transitional jobs, and adult education and literacy provided concurrently or in combination with other training services. Local areas may also provide support services and needs related payments to assist individuals participating in career and training services.
- The Workforce Innovation and Opportunity Act (WIOA) of 2014 enacted a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment. Funds for youth services are allocated to states and local areas based on a formula. The WIOA program focuses primarily on out-of-school youth (OSY), requiring local areas to expend a minimum of 75% of WIOA youth funds on OSY. The program includes 14 program elements that are required to be made available to youth participants. WIOA prioritizes work experience through a 20% minimum expenditure rate for the work experience program element. Local programs provide youth services in partnership with the WIOA American Job Center System and under the direction of local Workforce Development Boards.
- WIOA outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. WIOA affirms the Department’s commitment to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education.

Department of Human Services

The Department of Human Services (DHS) manages many programs that are a vital part of our workforce system- from TANF’s cash assistance, to SNAP, to Child Care Subsidies, to Foster Care, to Child Support, to Emergency Utility Assistance. Client referrals can come from a WIOA program to DHS for critical supportive services, or from DHS to a workforce partner like Career Tech. Individuals who are eligible for the TANF program receive individualized one on one counseling and employment planning with their assigned DHS caseworker. This can include referrals to higher education, adult education, special projects, partner programs or community work experience training. DHS has

contracted with service providers that provide drug screening, educational screening, visual screening, etc. Training allowances can be provided for those individuals that actively participate in the program.

Temporary Assistance for Needy Families (TANF) program

Authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

Temporary Assistance for Needy Families (TANF) is a federally-funded program for children deprived of support because of a parent's death, incapacity, absence or unemployment.

Cash assistance is available to the family on a time-limited basis through TANF. The purpose of this federal program is to provide temporary support in meeting basic needs, training leading to employment, employment services and childcare assistance for qualified families with children.

Each family is individually assessed and Career Services are based on the specific needs of each family.

Examples of Career Services delivered by TANF may include:

- Career Planning
- Employment-Based Case Management
- Guidance & Counseling
- In-Depth Assessment
- Initial Assessment
- Initial Plan Development
- Job Development
- Job Placement Assistance
- Job Search
- Labor Market Information Distribution
- Literacy Skills
- Mentoring
- Retention / Job Coaching / Post-Employment Follow-Up
- Soft Skills Development
- Supportive Services Information
- Work Experience
- Work Readiness Skills Development

DHS will make these TANF services available to job-seeking customers in the WOWDA via a direct linkage. Clients must meet TANF eligibility guidelines.

Native American programs

There are 4 Native American tribes and nations that have collaborated with the partners in the former Northwestern Oklahoma Area with various projects. The Ponca and Otoe-Missouri tribes have served as members of the former NOWB and administer WIOA programs.

- Otoe-Missouri Tribe - <http://www.omtribe.org/>
- Citizen Potawatomi nation – <http://www.potawatomi.org>
- Ponca Tribe of Oklahoma - <http://www.ponca.com/home.html>
- Kaw Nation - <http://kawnation.com/>
- Tonkawa Tribe - <http://www.tonkawatribe.com/>

- Cheyenne and Arapaho Tribe - <https://www.c-a-tribes.org/>

The WOWDB will be reaching out to the Native American Tribes with a presence in the newly merged 25 county area to establish a partnership.

The State Vocational Rehabilitation (VR) Services program,

Authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by WIOA title IV. DRS provided a document showcasing their services, appendix E

Oklahoma Department of Career & Technology Education – There are 8 Technology Centers with 14 locations across the Area:

- **Autry Technology Center (Two Enid campuses: Woodring, Willow)**
- **Chisholm Trail Technology Center (Omega)**
- **High Plains Technology Center (Woodward)**
- **Meridian Technology Center (Stillwater)**
- **Northwest Technology Center (Alva, Fairview)**
- **Pioneer Technology Center (Ponca City)**
- **Southwest Technology Center (Altus)**
- **Western Technology Center (Burns Flat, Elk City, Hobart, Sayre, Weatherford)**

About Oklahoma Department of Career & Technology Education

For more than a hundred years, Oklahoma's system of career and technology education has been elevating the future of the state's citizens and industries by providing the training needed to achieve success in the workplace.

Powering Oklahoma's Economy

Oklahoma's system is often used as a model for programs across the United States and around the world. The Oklahoma Department of Career and Technology Education provides leadership and resources and assures standards of excellence for a comprehensive statewide system of career and technology education. The system offers programs and services in 29 technology center districts operating on 58 campuses, 395 comprehensive school districts, 15 Skills Centers campuses that include three juvenile facilities and 30 Adult Basic Education service providers.

Each technology center works closely with advisers from local industry to ensure that students learn the skills needed to be valued members of the workforce.

Annually, enrollments in CareerTech classes are more than 500,000. CareerTech provides nationally recognized competency-based curriculum, education and training for a myriad of specialized and customized courses and training opportunities. This curriculum is developed with the input of industry professionals, using skills standards to identify the knowledge and abilities needed to master an occupation.

Competency-based education enables CareerTech to provide students with the skills employers are seeking in the workplace.

Oklahoma CareerTech has developed the [Oklahoma Career Guide](#)— an easy online tool for all Oklahoma students, adults, veterans, parents, educators and employers to explore and guide their future. You

can take assessments, identify occupations, establish education plans and, ultimately, connect to employers. Whether you are searching for career and college options or looking for a new career path, [OK Career Guide](#) is the powerful tool to provide all the career and educational resources you will need to chart your course for the future.

The agency is governed by the State Board of Career and Technology Education and works closely with the State Department of Education and the State Regents for Higher Education to provide a seamless educational system for all Oklahomans.

YouthBuild

The Department of Labor has administered the YouthBuild program since September 2006. The YouthBuild program is administered by the Employment and Training Administration's Office of Workforce Investment, Division of Youth Services.

YouthBuild is a community-based alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn their high school diploma or equivalency degree, learn to be community leaders, and prepare for college and other postsecondary training opportunities. YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment, and personal counseling services; and participation in community service and civic engagement. There are approximately 210 actively-funded DOL YouthBuild programs at any given time in more than 40 states, serving over 6,000 youth nationally per year.

National Farmworker Jobs Program (NFJP)

The National Farmworker Jobs Program (NFJP) is a nationally-directed, locally-administered program of services for migrant and seasonal farmworkers (MSFWs) and includes 52 employment and training grants, as well as 17 housing grants across the United States and Puerto Rico. The program partners with community organizations and state agencies to counter the chronic unemployment and underemployment experienced by farmworkers who depend primarily on jobs in agricultural labor performed across the country. The NFJP is an integral part of the public workforce system and a partner in the nationwide network of One-Stop Career Centers. In addition, NFJP partners with state monitor advocates to provide services to farmworkers and their families working in agriculture employment.

The NFJP program was created under the 1964 Civil Rights Act and is currently authorized under Section 167 of the Workforce Innovation and Opportunity Act (WIOA).

b. List the location(s) of the comprehensive One Stop Center(s) (at least one) within your local area; and any affiliated or specialized centers (both physically and electronically linked, such as libraries) in the local workforce development area.

The Area currently has 7 Oklahoma Works Offices located in Enid, Guymon, Ponca City, Stillwater, Altus, Clinton and Woodward. The Enid Office serves Alfalfa, Garfield, Major, Blaine, Kingfisher, and Grant counties. The Guymon Office serves Texas, Beaver, and Cimarron counties. The Ponca City Office serves Kay and Noble Counties. The Stillwater Office serves Payne County. The Woodward Office serves Dewey, Ellis, Harper, Woods, and Woodward counties. The Altus office serves Geer, Kiowa, Harmon and Jackson counties. The Clinton office serves Roger Mills, Custer, Beckham and Washita counties.

The Enid Office was chosen as the “comprehensive center” to comply with the requirements of the Workforce Innovation and Opportunity Act (WIOA) and the State. The remaining 6 Oklahoma Works offices in the Area are not designated “comprehensive centers”, they are all designated affiliate centers. Oklahoma Job Match/Oklahoma Service Link is the current data management information system for the Centers and it is available from any location with an internet connection. Access points (like a kiosk, link on library computers, or other virtual site), and potential satellite offices in communities that must travel more than 1 ½ hours to an Oklahoma Works office, are being discussed to best serve job seekers and stay on track with system budgets.

Once developed, Oklahoma Works partners will be executing the Memorandum of Understanding (MOU) encapsulating the rules, playing field, and goals of the Oklahoma Works System and Offices in the Area. While expedited by WOWDB, core programs and partners should provide input into its development to ensure positive understanding and pro-active execution.

At the time of the submission of this plan and the revision, Title I and III (as well as TAA and Veterans) are co-located at each of the 7 Oklahoma Works Offices in the Area. Title II and IV is co-located in Ponca City. There is only one YouthBuild program and it is co-located in Enid. The other partners are not co-located. The Title IV partner has agreed they will provide 1 FTE for 8 hours a day at one comprehensive one stop.

c. Identify your key strategies for aligning the core programs (WIOA Title I, II, III, and IV programs) as well as all required partner programs within the local one-stop system of comprehensive and affiliate offices by addressing each of the following items.

The current and foremost important task for the WOWDB will be Center Certification and the MOU process between the partners. Since this area is a newly designated area, Center Certification and MOU process for the core partners has already begun with a deadline from the state of November 30th, 2017. WIOA envisions high-quality American Job Center (AJC) systems that are business driven, customer-centered, integrated, and tailored to meet the needs of the local workforce development area. The law emphasizes the need for partnerships and strategies that align workforce development, education, and economic development programs with regional needs. The AJC system must be comprehensive, flexible, innovative, employer-driven, customer-focused and performance-based. The workforce one-stop system must also respond to customer needs, and be adaptable to the rapid changes in the global economy. The Center Certification and MOU process is an effort to ensure that the workforce one-stop system meets minimum quality standards, including the effective integration of partners and services, and in anticipation of meeting requirements in WIOA, the Oklahoma Office of Workforce Development has developed a minimum standard for American Job Center (AJC) certification to ensure this happens.

The WOWDB will be making better connections and coordination with all the partners and will focus less on WIOA Title I – which is the only program the WOWDB has complete control and authority over. The One-Stop operator will be synchronizing more partner meetings and pointedly seeking the other partners input rather than just assuming they are participating at Board meetings and on committees will bring the efforts of the WOWDB into alignment with partner goals and strategies. The partners have been listed in a previous section of this plan as well as the services they provide, collocated partners as of the submission of this plan, and if they are in a comprehensive center. That information is not repeated here to reduce redundancy.

o Assess the types and availability of adult and dislocated worker employment and training activities in the local area.

The WIOA Title I Adult, Dislocated Worker, and Youth Programs are available in all of our Oklahoma Works Offices. The contracted staff has transitioned into comprehensive case managers of all three programs (adult, dislocated worker, and youth). If services are not easily accessible to customers, the staff (partner staff are encouraged to act likewise) can make arrangements to meet job seekers offsite. The attached flyer is a representation of services available at the Oklahoma Works Offices. See appendix A.

To support the progress toward more availability of employment and training activities in the Area, the WOWDB is in the process of Center Certification and MOU process with the core partners. All the partners will be discussing infrastructure cost sharing, referral process, gaps in the system and sharing resource so duplication of services does not occur. WOWDB is in the process of awarding new contracts for the WOWDA One-Stop Operator and Service Provider Staff. The WOWDB will also utilize the Access for All Certification Process developed by OKDRS. (See appendix B)

The partners have been listed in a previous section of this plan as well as the services they provide, collocated partners as of the submission of this plan, and if they are in a comprehensive center. All partners, CORE or required and additional, will be engaged in whatever capacity they are allowed to connect with the workforce system in Western Oklahoma to provide adult and dislocated worker employment and training services.

- Provide an explanation of how the local board addresses local rapid response activities.

The responsibility of the Oklahoma Office of Workforce Development's (OOWD) Rapid Response Team is fully supported by the WOWDB and the area's One Stop system partners. When mass layoffs or plant closures occur, the state Rapid Response Team notifies the local Rapid Response Team which takes immediate steps to augment the state team with its designated Rapid Response members to quickly respond. The swift response is in order to help workers find other appropriate jobs to return them to the workforce as quickly as possible. Quick coordination between state and local team members is believed by the WOWDB to be vitally important because by rapidly responding to the situation, the pain and anguish of affected dislocated workers can be minimized. This state and local partnership is effective by having meetings with affected employers and workers that are scheduled at the convenience of the employer. Whenever possible the meetings are prior to the closure or layoff and located at the company.

At these meetings, and/or when they visit an area Oklahoma Works Office, information on services focus on ensuring that affected workers are aware of all the services that are available—Unemployment Insurance, childcare assistance, health insurance information, job search assistance, labor market information, financial and stress management assistance, and training services assistance. Workers attending the Rapid Response meetings are also informed of the WOWDB's Demand Occupation List. If affected workers are unable to find employment, training services are offered. Training utilizing WIOA Title I funds will only be approved and funded if the training program leads to employment in one of the WOWDB's Demand Occupations. The WOWDB is committed to helping dislocated workers get back on their feet as quickly as possible, but would like to see them obtain new employment in occupations that are deemed most in demand in the area. In addition, to the services already mentioned, Job Fairs are scheduled frequently in the Area to specifically assist this targeted group or any other person who seeking employment.

- Describe how the local board will coordinate relevant secondary and post-secondary education programs and activities with workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

The WOWDB has membership from Post-Secondary education programs and representatives from the secondary education system attend WOWDB meetings. The WOWDB works closely with all partners including public schools, technology centers, and regional colleges and universities to support and assist in activities to coordinate strategies, enhance services, and avoid duplication of services. A project taking shape in the Area is an early exposure to career opportunities which took effect early summer 2017. The project began as a way to introduce high school students to the construction industry by the HIRES committee of the Northwest Oklahoma Alliance of which the WOWDB is an active member. HIRES stands for Helping Individuals Reach Employment Success. Through this project, public school teachers participated in tours of area career technology centers to learn more about the available training programs that lead to jobs and the skills necessary to graduate from those training programs. The afternoon involved tours of the major employers in the community such as Covington Cycles, CF Industries, Head Country, Cook Shack, MJ&H Fabrications, Tool &

Die Shop, USG-Southard, and Great Salt Plains Health. The goal of the project was to support teachers by providing them with information about career options for their students who can then translate their coursework into potential job opportunities. The project was also forecasted to help students stay involved in school to graduate, connect to available resources, and make positive career choices.

- Describe how the local board, in coordination with the One Stop operator, maximizes coordination, improves service delivery, and avoids duplication of Wagner-Peyser Act services and other services provided through the delivery system.

The WOWDB staff and the One Stop Operator meet regularly with partners to coordinate efforts. We discuss ways that can effectively serve customers without duplications of Wagner-Peyser Act and other services and how to maximize the potential of all available system staff. One example is the process or procedures to visit businesses in the Area. If OESC staff is already making business contacts to obtain job orders then other staff from partner agencies does not. At the partner meetings, each partner talks about the services their agency can provide, the eligibility requirements, and methods of delivery. The process has been arduous as the area is large and spread-out and partners are still working through 'territory' issues. The local partners that meet have included staff from Title I, II, III, IV, (Veterans, Wagener-Peyser, TAA, Unemployment Insurance), Career Technology, economic development, Tribes, DHS and local community action agencies.

- Describe how the local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II, including how the local board will carry out the review of local applications submitted under Title II.

The WOWDB and the Oklahoma Works Offices work closely with the Title II Adult Education and Literacy programs to provide access to our centers and to support efforts by Title II to help create a pipeline of available talent. Title II services, such as GED preparation classes, are offered off-site but efforts are being made to incorporate those classes into the service delivery model of the Oklahoma Works Offices. The WIOA Title I staff can co-enroll Title II customers, if eligible and needed, to further their education requirements similar to the coordination with Youth Build in the Enid Oklahoma Works Office. The One Stop Operator has partner meetings that include the local Title II staff in the area to discuss partnerships and programs. The local Woodward contact attends many of the WOWDB meetings. Once notified of the need to review local applications submitted under Title II, the WOWDB will form a committee for the review. The WOWDB will require technical assistance and training from the appropriate entity so as to best serve the review process and provide adequate responses/recommendations.

- Describe and assess the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, and provide an identification of successful models.

The WIOA Title I Service Provider is responsible for providing the youth fourteen program elements and implementing a comprehensive program design from outreach through performance. The Title I staff refer eligible youth to other contractors, vendors, and community organizations that will deliver the youth program elements or service (if not provided 'in-house') and provide eligible youth the services that are already paid for through another resource to ensure WIOA Title I funds are spent last.

The Title I Staff in all seven Oklahoma Works Offices are comprehensive case managers working the adult, dislocated worker, and youth programs. The move to comprehensive staff was a concerted effort to make sure the emphasis was on the assessment, individual needs, and services provided to the individual job seeker customer rather than focusing on eligibility first. Being "comprehensive" is one of the items being looked very closely at in the newly released RFP's for Service Provider Staff.

The WOWDB's Title I Service Provider, by contract requirement, has developed structured and effective outreach process to ensure that there is an adequate flow of eligible youth applicants to meet program

enrollment requirements. The program has linkages to groups or organizations in the community that support the referral and participation of eligible local area youth such as Youth Build, Department of Human Services, GED Training Classes, Native American Tribes, Oklahoma Works Office Partners, YMCA and YWCA, Women's Shelters, Youth and Family Services, Local High Schools (working with Enid, Woodward, Guymon, Hennessey, Alva, Canton, Fairview to replicate the "Cookies and Careers" program from PCDA in Ponca City and helping students explore other options outside the college bound path), Career Technology Centers (Southwest Tech in Altus; Western Tech in Burns Flat, Elk City, Hobart, Sayre, and Weatherford; Pioneer Tech in Ponca City; Autry Tech in Enid; High Plains Tech in Woodward; Northwest Tech in Alva and Fairview; Meridian Tech in Stillwater; and Chisholm Trail Tech in Omega) , Law Enforcement and Oklahoma Juvenile Affairs, and other community organizations. Opportunities with employers are addressed through activities such as but not limited to: job shadowing, paid and unpaid work experiences, job matching and employer engagement. The youth may also be exposed to post-secondary training opportunities with tours at universities and technology centers.

The WOWDB, through its Service Provider, works with local agencies responsible for education, foster care, human services, juvenile justice, housing, and transportation. Members of the WOWDB and the Youth committee represent education, human services, juvenile justice, OKDRS, and housing and provide input on Area youth activities including the Title I program. Youth are required to register in the Oklahoma Job Match/Oklahoma Service Link system prior to enrollment into a program. The Service Provider has made provisions for work experiences, internships and job shadowing and focused on spending a minimum of 20% on work-based learning.

A project started by Ponca City Development Authority (PCDA) called Cookies & Careers is currently being reviewed for replication in other portions of the Area. The goal of the project is to provide high school students with the opportunities to explore local career options and visit with local businesses about how education and training will improve chances for successful workforce attachment and increased wages.

The WOWDB feels that it has established a strong and reliable network of organizations such as the local school districts, technical colleges, community action programs, social service agencies, other community agencies, and faith-based groups vital to reaching out and recruiting youth and collaborating in service delivery.

The Oklahoma Department of Rehabilitative Services (OKDRS) provided a document called "Oklahoma Works Workforce System Access for All Certification Process" to assist local areas and regions as they consider the physical space and accessible technology of the workforce development system. The document focuses on the environments that Job Seekers interact with when participating in services provided through the Oklahoma Works Workforce System Partners. In the end, Oklahoma Works Workforce System Partners and Workforce Areas will work through an 'Access for All Accessibility Process'. See appendix B

(Include a copy of any completed Process Maps and how they are used to align services and avoid duplication of services).

d. Describe the roles and resource contributions of each of the one-stop partners. Please include the completed Job Seeker and Business Services service matrices.

The review of services for local businesses and job seekers was part of the 'system certification' process which was eliminated as a requirement by the state over two years ago. The Northwestern Oklahoma Self-Assessment was completed at a local area partner's meeting in November 2016. The South West Oklahoma Self-Assessment would have also taken place during this same time frame, but due to the merger and change of staff this information has not be able to be located. The area has requested the assistance of OOWD, but they too have not been able to locate this information. Efforts will continue to find this information, and when it is found, it will be reviewed and this plan adjusted as needed. The SWOT analysis meeting of the Western

OK Planning Region took place in November 2016 and was compiled for the plan. The system certification process that was originally required was changed to another option.

The role of the One-Stop Operator is equivalent to a managing partner. In this role, the Operator will be responsible for ensuring a seamless delivery of services from all partners. Certain workforce services are integrated into the framework of the one-stop service delivery system and are provided through partner agencies under various funding sources.

Each of the Area's One Stop Partners has been participating in the on-going changes of the workforce development system to better serve the public. Each has committed to encourage appropriate contributions based on Federal and State guidance to further improve and streamline services to businesses and job seekers. Partners co-located at the WIOA Title I and III programs.

2. Describe how the local board will work with entities carrying out core programs to accomplish the following outcomes:

a. Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

With the guidance from the state, the WOWDB expects that it will be able to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment by remaining in connection with the Oklahoma WIOA State Plan, Section VI, Program-Specific for Core Programs as written and as amended by Federal and State guidelines. This guidance includes Adult, Dislocated Worker and Youth Activities under Title I-B; Wagner-Peyser Program (Employment Services); Adult Education and Family Literacy Act Programs; and Vocational Rehabilitation. The Area will continue to refer participants and receive referrals from partner organizations. We are currently waiting on state guidance to help facilitate the inclusion of all core partners into the One Stop Centers/Oklahoma Works Offices. To accomplish this, the WOWDB is highly dependent on the partnership and their willingness to tackle the issues and processes that impeded access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment. The One Stop Operator will be a key to bringing the partners together and discussing problems like access and staff cross training to learn about all the available programs in the system, how a person applies or is eligible for the programs, and how best to support the employment plans in place across the broad spectrum of services assisting the job seeker.

The WOWDB recognizes that education, supportive services, employment, and training services are critical to the success of many adults and dislocated workers, including unemployed and underemployed individuals and individuals with barriers to employment. The Area continues to develop partnerships across funding streams for the purpose of ensuring individuals, including low-skilled adults, youth and individuals with barriers to employment, including individuals with disabilities, have access to workforce development activities, education and supportive services. It is hoped that these partnerships will facilitate the development of career pathways and potentially co-enrollment into CORE programs, and improve access to activities leading to recognized postsecondary credentials, including industry-recognized certificates and certificates that are portable and stackable. WIOA allows supportive services to be provided to a job seeker who is in career or training service, unable to obtain supportive services through other programs providing supportive services, and clarifies that supportive services must be provided in a manner necessary to enable individuals to participate in career or training services. The WOWDB policies and strategies, such as the ITA, Supportive Service and Demand Occupation Policies, will align with the goals of WIOA and the state plan. The WOWDB WIOA Title I contracted service provider is required by policy to leverage system resources to ensure that supportive services are provided only when other funds cannot be garnered from other system partners. "Partner Staffing's" have been utilized in the WOWDA on difficult or customers with many needs and/or barriers to employment. These staffing's bring any and all partners that might have services available to assist a particular client and the client to discuss the customer's plan. The plan has input from all partners with wrap

around service to ensure this client has the most likelihood to be successful. By bring all the partners for one client to the same table; this eliminates the duplication of services by each individual agency.

The Area is in the process of exploring a mandatory 'information to services workshop' to be provided to all potential participants. It is hoped that this workshop will help Area citizens better understand what is available to assist them in their job search efforts but also to connect them with the most appropriate resources to overcome barriers that have kept them from successful connection to the workforce or advancing on jobs. The WOWDB will continue to work with partners to ensure WIOA funds are spent last.

b. Facilitate the development of career pathways*.

From the Western Oklahoma Regional Plan - As of the date when this Regional Plan was prepared for publication (March, 2017), the Governor's Council for Workforce and Economic Development (GCWED) had not yet announced a policy on the requirements for Career Pathways. The WOWDB has not created or begun developing a career pathways process but is collaborating with the South Central Area as part of the Western Oklahoma Planning Region and will follow that pattern once developed in order to best capitalize on best practices, staff time, partnerships, and clear guidance.

The following section is taken directly from the Western Oklahoma Planning Region plan and includes language about the South Central Area which is leading the charge for Career Pathways in the Region.

Defining the Problem:

South-Central Oklahoma is seen as the leading region in the State of Oklahoma and Nationally (National Career Pathways Network) by those involved in Career Pathways development.

Based on these outcomes, SOIC refined its work plan to focus on only one issue—

Improving, impacting and connecting Oklahoma's education systems by championing the support and alignment of education to promote business growth and job creation, giving Oklahoma a strategic, sustainable advantage.

Defining Career Pathways:

One can research the term *Career Pathways* to better understand the meaning of the expression until exhaustion sets in. As mentioned, there is a great deal of information available on the Internet from sites such as Wikipedia, the United States Department of Education and the United States Department of Labor. Definitions on these sites will vary, but overall everyone seems to agree on the basic concept and definition.

Simply stated, a Career Pathway:

...is a framework for connecting a series of educational programs with integrated work experiences and supportive services thereby enabling *students and workers* to complete school and work and advance over time to better jobs and higher levels of education and training.

...is a systemic approach that ensures a pipeline of appropriately skilled and credentialed workers ready and available for Oklahoma businesses to hire.

...targets jobs in industries of importance to local economies.

...involves a great deal of career education. Some experts even suggest tying career education to subject matter as early as the five and six-year-old level.

Most importantly, a Career Pathway

...is NOT a program, but a systemic framework for a new way of doing business in our high schools, colleges and communities in support of the workforce needs of business and industry.

The U.S. Department of Labor, Employment and Training Administration, has produced a document* that states that Career pathway programs feature the following characteristics:

- 1) Sector Strategy
- 2) Stackable Education/Training Options
- 3) Contextualized Learning
- 4) Integrated Education & Training
- 5) Industry-Recognized Credentials
- 6) Multiple Entry & Exit Points
- 7) Intensive Wrap-Around Services
- 8) Designed for Working Learners

The Governor's Council for Workforce and Economic Development has adopted the following definitions for the development of a statewide Career Pathways initiative:

Career Pathways Definition

The term "career pathways programs" means a clear sequence of employer validated education coursework and/or training credentials and certifications that include the following components:

- Are aligned with the skill needs of industries important to local, regional, or state economies in which they are located, and reflect the active engagement of employers in targeted ecosystems regarding the skill requirements for employment or career progression in high demand occupations.
- Include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeship, with a non-duplicative progression of courses clearly articulated from one level of instruction to the next, with opportunities to earn postsecondary credits and lead to industry-recognized [and/or] postsecondary credentials.
- Include curriculum and instruction strategies that make work a central context for learning (contextual learning) and help students attain work readiness skills.
- Include, as appropriate for the individual, integrated education and training that combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- Lead to the attainment of an industry-recognized degree or credential, which may include stackable credentials of value in the labor market and that articulate progressively to higher-level credentials or degrees.
- Help a worker enter or advance within a specific sector or occupational field, regardless of their skills at the point of entry.
- Include academic and career counseling, wrap-around support services particularly at points of transition, and support the development of an individual career plan.
- Are organized to meet the particular needs of adults, including childcare, accommodating work schedules with flexible and non-semester based scheduling, alternative class times and locations, accessible learning formats, and the innovative use of technology.
- Have the goal of increasing an individual's educational and skills attainment and employment outcomes.

Provide a list of the career pathways, and for each include:

- The phase of development (conceptual, in initial implementation, being sustained, or, expanding);

Career Pathways can be considered to be well beyond conceptual and implementation in the Region although not yet achieved in the Area.

Duncan, OK, in August of 2011, was the first city in Oklahoma to have successfully launched a Career Pathways program. Lawton, Oklahoma launched their Career Pathways program in 2016. Currently meetings are being held to implement career pathways in the Southwest area in a multi-community effort.

A project taking shape in the WOWDA is an early exposure to career opportunities which took effect summer 2017. The project began as a way to introduce high school students to the construction industry by the HIRES committee of the Northwest Oklahoma Alliance of which the WOWDB is an active member. HIRES stands for Helping Individuals Reach Employment Success. Through this project, high school teachers participated in tours of area career technology centers to learn more about the available training programs that lead to jobs and the skills necessary to graduate from those training programs. The afternoon involved several tours of the major employers in the community. The goal of the project was to support teachers by providing them with information about career options for their students who can then translate their coursework into potential job opportunities. The project was also forecasted to help students stay involved in school to graduate, connect to available resources, and make positive career choices.

Communities across the state have followed this lead and implementation occurs community by community. A pure definition would say that we are seeing expansion of the programmatic concept in the Western Oklahoma Region.

The WOWDB plans to promote Career Pathways to all public schools in the Western Oklahoma Region by supporting job shadowing, encouraging schools to participant in the Science, Technology, Engineering and Math (STEM) events occurring in the region, coordinating with Southern Oklahoma Impact Coalition Pathway Team to promote the Career Pathways model used by Duncan Public Schools in other Schools in the region, and creating a resource book of companies that would be interested in job shadowing.

- Workforce Demand (need) – Describe the business workforce need being addressed by the strategy. Indicate the industry(s) and occupations being represented, how the need was determined, and the occupational skills to be addressed;

One business workforce need being addressed is to increase certification of Registered Nurses (RNs) in the Western Region. Based on regional ecosystem industries and workforce and economic development data, found in O*Net and CareerOneStop, RNs are a specific occupation in demand in our Western Region.

The occupational skills addressed are to assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records; administer nursing care to ill, injured, convalescent, or disabled patients. RNs may advise patients on health maintenance and disease prevention or provide case management. Registered nurses usually take one of three education paths: a bachelor's degree in nursing, an associate's degree in nursing, or a diploma from an approved nursing program. Registered nurses also must be licensed.

In 2009, the Southwest Oklahoma Impact Coalition (SOIC) concluded a multi-year major task of conducting in-depth personal interviews with nearly 600 businesses and industries in the southwest region of the state utilizing a tool that allowed all the collected data to be aggregated into one information profile. This data was then examined to determine and prioritize major barriers and obstacles to growth and expansion for the purpose of developing a work plan to address these growth-confining issues. Sectors interviewed included manufacturers, service industries, wholesale and retail trade, raw materials production, utilities, convention and tourism and construction. Virtually every type and size of business was interviewed.

The outcome of these surveys was that —across the board— business and industry owners identified the *lack of skilled and trained workers* as the number one barrier to growth in their particular sector. Due to the economic down- turn, in 2010 SOIC conducted focus groups with the manufacturing, Health Care and energy sectors to validate that the concern still existed and the results showed it did. By definition of a regional area

(defined by OWDI #1-2017), the barriers should remain consistent across the entire Western Oklahoma Region.

- Relevance – Indicate the connection between the demand and the priority(ies) for the region;

In 2011, Governor Fallin’s Task Force on Economic Development and Job Creation found “Oklahoma has pockets of excellence, but no systemic effort that connects career exploration, career guidance and counseling, mentoring career pathways and related programs to the skills and credentials that are needed by business.”

In April 2012, 61% of the Oklahoma executives responding to the FallinforBusiness.com survey indicated that the availability of skilled labor was “fair or poor.” Certainly, this concern has not diminished and, in fact, according to the businesses surveyed, the need for skilled workers is on the rise.

Coordinated efforts between Title I and other system partners are expanding and supporting learning opportunities for workers at all stages of their education or career paths. Partners offer greater career and education guidance for adults through career and education planning workshops. Workshops are designed to help customers explore local and state labor markets, emerging and demand occupations and result in a training plan.

- Strategy – Identify the sector partners and the role of each;

Each Western Oklahoma community has its own Business & Industry, Education/Training, Economic Development, Government and Service Provider array, so a cookie cutter approach does not work. However, Business and Industry, through economic development and community organizations must engage the secondary and post-secondary education structure to solidify first a communications relationship and following that an approach to identifying specific workforce needs and finally creating workforce development solutions through education and training. Our goal will continue to be the sponsorship and collaboration effort through our local and regional economic development and community organizations to refine our strategy for career pathways development into the future.

- Funding – Describe available resources that will support the strategy;

The Oklahoma Office of Workforce Development has provided no funding for Career Pathways development as of the publication of this Local Plan. We currently have to charge staff time and travel from our existing WIOA grants to support career pathways development and activities.

Despite this challenge, the Western Region and Western Area are thinking strategically about how to focus on creating a comprehensive system for career pathways. The primary strategy will be to increase and enhance sector partnerships to educate employers about the importance of developing career pathways, share the opportunities that Oklahoma Works Office has available to support this development, and create a systemic flow of information between businesses, Oklahoma Works, and higher education institutions.

Our regional area will continue to utilize Title I Youth, Adult and Dislocated Worker funds in partnership with other entities that provide workforce services, adult and basic education, and rehabilitation services. Together these partner entities expand the access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. This facilitates the development of career pathways and co-enrollment into core programs, and improves access to activities leading to recognized postsecondary credentials, including industry-recognized certificates and certificates that are portable and stackable.

- Unfunded Critical Elements – Identify any critical elements for the identified strategy that must be done for the success of the strategy that cannot be met with available resources.

This may include: the expansion of an existing strategy, in any phase, from one LWDA to others in the region; the need to procure new training vendors; planning sessions involving multiple partners; training of One-Stop staff; and development of regional data collection systems.

The Oklahoma Office of Workforce Development has provided no funding for Career Pathways development as of the publication of this local plan. We currently support charging staff time and travel from our existing WIOA grants to support career pathways. All elements of Career Pathways are critical to support WIOA and the state plan.

The Western Region and WOWDA will continue to identify and leverage cross-agency, cross-program resources. We continue to work with the partner programs to help pay infrastructure cost of our workforce centers. Funds are critically low to host meetings of partners for planning sessions face-to-face so alternate means may have to be established like conference calls or virtual meeting. One major player in the system is WIOA Title I and since there isn't a state funded agency or clear mechanism to train the Title I staff the increased cost in training will cause problems with the Workforce Board budgets.

c. Facilitate co-enrollment, as appropriate, in core programs.

Since July 1, 2006, WOWDB moved with the rest of the State to a 'service integrated' model in which any customer who reported to a Oklahoma Works Office or satellite offices and receives a staff assisted service would be considered as being "served", in whole or in part, by both WIOA (WIA at the time) and Labor Exchange (LE). Those accessing only self-service or informational activities count in performance for Labor Exchange. This model was intended to help eliminate duplication of services and streamline staff involvement with all customers so the customer wasn't shuffled from desk to desk for specific programs. This model has not been changed by the WOWDB but there is lack of clarity as to how this model is supported by both WIOA and the Oklahoma Employment Security Commission (OESC) staff.

WIOA places a strong emphasis on planning across multiple partner programs to ensure alignment in service delivery. One key goal is to develop effective partnerships across programs and community-based providers to supply individuals the employment, education, and training services they need. Effective partnering is pivotal to maximize resources and to align services with career pathways and sector strategies. Career pathways allow for individuals to succeed in an environment that accounts for their current abilities and skill levels and provides them with an appropriate service structure to advance not just within an individual job but within an occupation or occupational cluster. In order to effectively promote and develop career pathways and sector strategies, it is vital that the WIOA core and One Stop partner programs work together to ensure a customer-centered approach to service delivery.

The Area will continue to work toward co-enrollment for all core programs, as appropriate, but is seeking clarification guidance from the state as to how co-enrollment is to work among the core programs.

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

All staff in the system should be focused on leading job seekers into the demand occupations for the Area. The One Stop Operator is working on fostering those relationships so all staff are aware of the demand occupations and the contacts for the local educational facilities that provide such training. The staff in the Oklahoma Works Offices, specifically the Title I staff, assist customers in the direction of obtaining a recognized post-secondary credential, such as an industry-recognized certificate or certification, portable and stackable in the training procurement process. An assessment of the client's skills and how to enhance or add to them to help the client become employed is vital. Better coordination and connection with local area technology centers, community colleges and universities will help the Area improve access to activities leading to recognized post-secondary credentials. The Area is dedicated to providing attainable credential goals by partnering with the

local technology centers and community colleges, and registered apprenticeship programs to ensure multiple avenues are available to the job seeker to obtain a post-secondary credential or industry recognized certificate.

e. Facilitate engagement of employers* in workforce development programs, including small employers and employers in in-demand industry sectors and occupations to:

- Support a local workforce development system that meets the needs of businesses in the local area;

The WOWDB engages local business members by being a business led and business driven Board of Directors. Board staff works closely with business members to understand their needs when developing policy and determining demand occupations. All system staff are encouraged to meet with businesses in their local area on a regular basis so they can nurture those relationships and establish positive referrals for the job orders. As part of their contract, the Title I Service Provider must also conduct face-to-face meetings with business to provide information about the workforce development system and services, not just the Title I programs.

The WOWDB will use the Region's newly developed sector strategy framework to help further meet business needs.

- Provide better coordination between workforce development programs and economic development;

The WOWDB works closely with our local and regional economic development agencies. We are currently members of the Northwest Oklahoma Alliance (NWOA), Panhandle Regional Economic Development Coalition Incorporated (PREDCI) and heavily united with the Enid Regional Development Alliance (ERDA) and the Oklahoma Economic Development Authority (OEDA). The Ponca City Development Authority (PCDA) and the City of Alva's Economic Developer are members of the WOWDB. Since we are a vast 25 county area it is not feasible for the WOWDB to be a member of all the Chambers of Commerce or be members of just a hand full when we represent the entire area. The WOWDB can still connect with local area Chambers of Commerce in a variety of communities. Since workforce development is a key building block for Economic Development, we lend our expertise and assistance as needed to economically grow and sustain our communities.

The Area has previously had memberships to area chambers of commerce and other economic development organizations but due to budget cuts has had to let those memberships go. The WOWDB members, staff and all system staff are strongly encouraged to participate in the local community events and meetings that are regularly held and are in connection with economic development to better understand where they can be supported.

- Support sector partnership strategies, including a list of active sector partnerships. For each, describe:
 - The phase of development (conceptual, in initial implementation, being sustained, or, expanding)

Sector strategies and career pathways are being developed to support and align with the five ecosystems (economic systems) of the state: Aerospace and Defense, Agriculture and Biosciences, Energy, Information and Financial Services and Transportation and Distribution, to ensure Oklahomans are exposed to those in-demand careers in wealth generating industries. In addition to the five state-dictated ecosystems, it is pertinent to include the complimentary ecosystem of Health Care which is projected to have the highest growth in Oklahoma at 11%. Registered Nurses and Nurse's Aides are two of the fastest growing occupations in the state and Area. These occupations, especially Registered Nurses, are high demand, high growth occupations that offer high wages. In all projected occupations by 2020, Health Care will be the industry with the highest growth.

The WOWDB, in conjunction with the Western Oklahoma Planning Region, has selected Health Care as the primary sector strategy industry focus. The WOWDB engages local business members by being a business led and business driven board. Board staff works closely with business members to listen to their needs when developing policy and determining demand occupations. We will use the Region's newly developed sector strategy framework to help further meet business needs. Sector Strategies are on-going and WOWDB will expand its sector strategies as we receive changing guidance from the state. We will use current data to review high wage, high demand occupations and carefully select the industries sectors to begin our focus.

Sector Strategy Framework:

A sector strategy is a partnership of employers within a critical industry that brings together education, economic development, workforce systems, and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market.

Sector strategies represent a new way for workforce organizations to conduct business: moving from a "program administration" focus to a more strategic role building regional talent pipelines, addressing skills gaps, and creating meaningful career pathways for a range of workers in important regional industries.

According to previous work and research, "great sector strategies":

- Serve the dual purpose of aligning education, training, and support services to the needs of employers in an industry sector, while ensuring that those services are accessible to a range of workers
- Require a strong intermediary organization that sustains energy, coordinates dialogue, and brokers relationships among Service Providers and employers in carrying out the partnership's agenda
- Are employer-driven, wherein employers recognize their self-interest in, need for, and the potential of the partnership
- Promote systemic change that benefits workers of all wage and skill levels, the industry, and the community at large
- Include the workforce system as a central player in any number of roles, such as the neutral intermediary body, the manager of operations and funding, and/or the source of labor market information

The framework described below is designed to help guide the Western Oklahoma Planning Region more effectively to operationalize sector strategies as they progress. It is understood that the growth and development of a sector strategy must be organic and not bound by one dominant program or partner within the system but rather as a benefit to industry and community.

Western Oklahoma Sector Strategy Basic Implementation Framework

1. Data informed decision making - use of rigorous data to make decisions about targeted industries and training investments
2. Industry engagement - broad and deep involvement of targeted industry sector employers in designing and delivering programs and services
3. Sector-based service delivery - how well are all partners facilitating the delivery of workforce solutions that are responsive to the needs of workers and targeted industry sectors?
4. Sustainability and continuous improvement - develop outcomes and how to measure success; financial sustainability of strategy
5. Organizational capacity and alignment - are there policy, personnel, vision, and resources in place to continually support sector strategy outcomes?

Although the region connects 2 different Oklahoma Workforce Areas, every effort will be made to collaborate, as appropriate, with a myriad of partners and business outside these arbitrary boundaries and across state lines. The Western Oklahoma Planning Region, by implementing sector strategies, intends to:

- ✓ Build on regional strengths;
- ✓ Align and link effective existing career pathway and sector strategies programs across the region;
- ✓ Focus on raising the skill level of all new entrants and existing workers rather than simple labor exchange;
- ✓ Communicating “a clear message that sector work can benefit all workers” is critical to engaging leadership beyond workforce development - Communicating that sector strategies are part of a broader competitiveness strategy will help to leverage diverse funding;
- ✓ Address the needs of employers by focusing intensively on the workforce needs of a specific industry sector over a sustained period, often concentrating on a specific occupation or set of occupations within that industry;
- ✓ Address the needs of workers by creating formal career paths to good jobs, reducing barriers to employment, and sustaining or increasing middle-class jobs;
- ✓ Bolster regional economic competitiveness by engaging economic development experts in workforce issues and aligning education, economic, and workforce development planning;
- ✓ Engage a broader array of key stakeholders through partnerships organized by workforce intermediaries;
- ✓ Promote systemic change that achieves ongoing benefits for the industry, workers, and community;
- ✓ Focus on “coalitions of the willing”;
- ✓ Comply with State and Federal guidelines to reduce costs for shared and administrative services to maximize funding to serve customers.

When completing our sector strategies, we will look at the skills of all occupations that meet our demand occupation requirements.

- Workforce Demand (need) – Describe the business workforce need being addressed by the strategy. Indicate the industry(s) being represented, how the need was determined, the occupational skills to be developed, the number of jobs being addressed, and the timeframe(s) associated with the need.

WOWDB, in conjunction with the Western Oklahoma Planning Region, developed a sector strategy framework to begin working on regional sector strategies. We will use the framework along with the regional data to identify the industry sectors most in need. We will review the required skill sets and work closely with our training providers to make sure the training required is available. Sector Strategies will be a top priority and we will identify the top sectors in our area and develop the partnerships required to collaboratively meet the workforce needs of that industry within a regional labor market. When creating this plan, the three areas were advised that choosing a single industry to focus on for an industry sector strategy was acceptable since the region didn’t already have an established sector strategy process developed. WOWDB plans to focus on the Health Care industry as the first sector strategy. We plan to have the Health Care sector strategy completed by July, 2018.

Based on 2015 job numbers there are 33,840 jobs in the Health Care ecosystem in the Western Oklahoma Planning Region with average wages of \$45,270. As a projection of demand, by 2025 total employment in the Health Care ecosystem will grow to 40,510 jobs in Western Oklahoma, an increase of 6,670 jobs for the region.

The list below encompasses some of the critical occupations for the Health Care ecosystem in Western Oklahoma.

SOC	Industry	Median Hourly Earnings	Education Level
29-1141	Registered Nurses	\$26.24	Associate's degree
31-1014	Nursing Assistants	\$10.21	Postsecondary non-degree award
39-9021	Personal Care Aides	\$8.66	Short-term on-the-job training
29-2061	Licensed Practical and Licensed Vocational Nurses	\$17.25	Postsecondary non-degree award
31-1011	Home Health Aides	\$9.26	Short-term on-the-job training
31-9091	Dental Assistants	\$16.59	Postsecondary non-degree award
31-9092	Medical Assistants	\$11.77	Postsecondary non-degree award
29-2052	Pharmacy Technicians	\$13.22	Moderate-term on-the-job training
11-9111	Medical and Health Services Managers	\$35.10	Bachelor's degree
29-1051	Pharmacists	\$51.96	Doctoral or professional degree

Health Care was identified as one of our most critical industries and will be the focus of our first sector strategy. According to O*Net (www.onetonline.org) some of the key skills of some of the occupations required are similar and can be built on to further a career pathway such as:

Medical Assistant

- Speaking — Talking to others to convey information effectively.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

LPN

- Service Orientation — Actively looking for ways to help people.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Coordination — Adjusting actions in relation to others' actions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

RN

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Service Orientation — Actively looking for ways to help people.
- Speaking — Talking to others to convey information effectively.
- Coordination — Adjusting actions in relation to others' actions.

- Relevance – Indicate the connection between the demand and the priority(ies) for the region.

Where Oklahoma Works Office staff has been hugely valuable is in getting program recipients ready for work. The Department of Rehabilitative Services and Oklahoma Works Offices have always worked closely in this region because their partnership allows staff to work together on career fairs and to help recruit job seekers jointly.

Sector Strategies are an on-going 'project' and the Area will develop sector strategies in line with the work of the Western Oklahoma Planning Region. The guidance from the state that has been received is revolving and changing but the Area will use current data to review high wage, high demand occupations and carefully select the sectors to begin our focus. The Area will not just look at demand because many of the occupations that have the highest number of job openings are low wage and do not require training. As stated in the Western Oklahoma Planning Region Plan, Health Care will be the initial industry reviewed for the development of a sector strategy.

- Strategy – Identify the sector partners and the role of each.

The business WOWDB members will lead the sector partners in the development of Sector Strategies. Sector Strategy collaborators in Western Oklahoma include: Business and Industry, Workforce Development Boards and Service Providers, Oklahoma Employment Security Commission, One Stop centers, students and parents/guardians, State Department of Education (K-12), Adult Education, Higher Education, Oklahoma Department of Career and Technology Education, Department of Rehabilitation Services, Department of Human Services, After School Networks, Youth Build, Oklahoma Manufacturing Alliance, Veteran's Affairs, Private staffing agencies, Professional, trade and labor organizations, Community-based organizations, Faith-based organizations, Department of Corrections, Oklahoma Office of Juvenile Affairs, Economic Developers, Chambers of Commerce, Regional Economic Development Organizations, Minority organizations (tribes, Hispanic, traditionally black institutions), Elected officials - local and state, Oklahoma Department of Commerce, Department of Corrections, and Private foundations.

Roles for each of the sector partners will vary by input from WOWDB members and staff with collected workforce data that guides our local areas employment and workforce skill set needs. Our Area hospitals and Health Care producing education and training institutions are on point to collaborate with producing a skilled workforce to fill Health Care positions in Western Oklahoma.

- Funding – Describe available resources that will support the strategy.

As part of the Western Oklahoma Planning Region, The Area will continue to utilize Title I Youth, Adult and Dislocated Worker funds in partnership with other entities that provide workforce services, adult and basic education, and rehabilitation services. Together these partner entities expand the access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment

The state can play several broad roles to sustain strategies, either by providing funding (state and/or federal) directly to regions, and/or by helping regions to develop the capacity at the regional level to fund their initiatives. However, the Oklahoma Office of Workforce Development has provided no additional funding for Sector Strategy development as of the publication of this Regional Plan.

- Unfunded Critical Elements – Identify any critical elements for the identified strategy that must be done for the success of the strategy that cannot be met with available resources. This may include: the expansion of an existing strategy, in any phase, from one LWDA to others in the region; the need to procure new training vendors; planning sessions involving multiple partners; training of One-Stop staff; and development of regional data collection systems.

The Western Region and WOWDA will continue to identify and leverage cross-agency, cross-program resources. We continue to work with the partner programs to help pay infrastructure cost of our workforce centers. Funds are critically low to host meetings of partners for planning sessions face-to-face so alternate means may have to be established like conference calls or virtual meeting. One major player in the system is WIOA Title I and since there isn't a state funded agency or clear mechanism to train the Title I staff the increased cost in training will cause problems with the Workforce Board budgets.

The Western Oklahoma Region's Sector Strategy initiative is still in its beginning stages. It would be critical to fund all phases, including the expansion of an existing strategy, in any phase, from one workforce area to the Region; the need to procure new training vendors; planning sessions involving multiple partners; training of One Stop staff; and development of regional data collection systems.

- Strengthen linkages between the One Stop delivery system and unemployment insurance programs; and,

Unemployment Insurance Program Letter No. 20-15, states:

"UI programs play a vital role in the comprehensive, integrated workforce system by providing income support benefits to eligible individuals, who continue to be important customers of the workforce system."

The partners in Area's workforce development system have a continuing interest in strengthening the linkages between our system and the unemployment insurance programs authorized under state and federal law.

Training and Employment Guidance Letter 16-16, Attachment II, goes on to identify some of the needs of UI claimants and how they are met by a properly-designed workforce development system:

- Provision of information and assistance regarding filing claims under UI programs, including assistance to individuals seeking assistance in filing a claim.
- The Oklahoma Works has current labor market information and provides a wide array of re-employment services free of charge.
- Employment Service staff can refer claimants to job openings in the local area, or in other parts of the State or country if the claimant is willing to relocate.
- Referral to various training programs.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.
- If job openings in current field are limited, can offer assessments and counseling to determine other appropriate jobs for the claimant.
- Claimants who believe they have special needs or considerations, such as physical needs, which may prevent them from getting a job, can be referred to other agencies for help with those needs.

- Implement initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers.

The WOWDB has successfully operated many on-the-job training contracts over the years as the North Central and Northwest Workforce Boards individually and as a combined Area. Industry and sector strategy initiatives have already been discussed in this local plan and will be worked on as an Area and in conjunction with the Western Oklahoma Planning Region. The business members of the WOWDB provide an avenue for the Area to understand more about the needs of Area and Regional businesses and those members will be asked to spearhead a project to form focus groups and listening sessions for Area employers. The results of these sessions are projected to aid in the overall understanding of what the Area needs. Having such a large area geographically will cause the WOWDB to break these sessions up into manageable pieces and possibly focus

on a single set of communities or city as a pilot. The connection with the Key Economic Networks (KEN) Champion will be invaluable to see workforce development less from a programmatic view and more from a business perspective. Obviously the goal is to provide solutions to workforce needs at the speed in which employers need it solved. The WOWDB will most likely need to focus on issues that can be chunked into quick turn-around projects in order to gain momentum with solutions all of which will feed into the larger overarching vision of the Area: “Innovative leadership advancing a quality talent development system”.

The Area is seeking ways to successfully implement initiatives such as incumbent worker training programs, customized training programs, and other business services and strategies designed to meet the needs of regional employers. It is hoped the partnership within the workforce development system will more readily share resources and staffing to support the WOWDB in these

3. Describe how the local board will implement the goals and strategies of Oklahoma’s Unified State Plan.*

The WOWDB is implementing the goals and strategies of Oklahoma’s Unified State Plan using the strategic guidance provided. Oklahoma Works is designed to increase the wealth of all Oklahomans through providing education and training for citizens to obtain quality employment, beyond the scope of WIOA (this cuts across all agencies regardless of funding streams). Our rationale is that coordinating strategic priorities and plans across education, training, and industry will increase the wealth of all Oklahomans by providing employment opportunities for workers and ready availability of highly skilled talent for business and industry. The statewide initiative is built upon a coalition of businesses, educational institutions, state agencies, and other partners, and is an overarching state strategy, but is fully aligned with the federal Workforce Innovation and Opportunity Act.

Within Oklahoma, the Governor’s Council for Workforce and Economic Development (GCWED), the newly revamped WIOA State Board, is composed of business leaders appointed to the GCWED who represent Oklahoma’s diverse geography, who are from rural and urban areas and those who represent our state’s major industry economic drivers. The GCWED, in alignment with the Oklahoma Works goal, has been tasked with using data to inform policy, track progress and measure success toward ensuring wealth generation, and governs, manages, and accounts for the way the state issues Department of Labor WIOA monies. State workforce partners, departments, and agencies impacting career readiness have developed metrics for targeted wealth generation across Oklahoma. The GCWED selected targets from these metrics, housed on the newly created OKStateStat.OK.gov, that form the foundation of the GCWED Dashboard. This dashboard facilitates the use of data to inform policy, track progress, and measure success consistently statewide.

As part of Oklahoma Works, state workforce partners will intentionally align and connect education and workforce resources to better provide support and remove workforce barriers for the citizens of Oklahoma. Workforce partners will also establish an annual review of funding sources and incentives provided by federal, state, and local sources and chart the effectiveness of federal and state funding used by the state’s education, workforce, and economic development system.

4. Describe how the local board will coordinate local workforce development activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and microenterprise services.

The WOWDB coordinates local workforce development activities with regional economic development projects that are carried out in the local area and promotes this through Board members and staff, education, training, and membership in local, regional, state, national and international economic development organizations. The integration of workforce development into the larger category of economic development requires a specific effort to support the total building block picture of the six components of economic

development, as recognized by the International Economic Development Council. Those components are Workforce Development, Leadership Development, Community Capacity Development, Business Retention and Expansion, Entrepreneurial Development and Business and Industry Recruitment. WOWDB members and staff represent each of the six components of economic development and the WOWDB participates directly in the three regional organizations. Two former NOWB members are from Economic Development organizations in the Area and many of the staff are graduates of the University of Oklahoma Economic Development Institute and provide major input on NOWB initiatives, projects, and general operations to ensure workforce development integration into the larger economic development picture. WOWDB works with local community, regional, and state economic development partners to provide microenterprise and entrepreneurial training and support.

There are several key partners in the region which provide assistance:

- Oklahoma Economic Development Authority (OEDA)
- Ponca City Development Authority (PCDA)
- Woods County Economic Development
- Panhandle Regional Economic Development Coalition Inc. (PREDCI)
- Northwest Oklahoma Alliance (NwOA)
- Northern Oklahoma Development Authority (NODA)
- Woodward Industrial Foundation
- REI - Regional Enterprises Inc.
- Oklahoma Small Business Development Center
- Oklahoma Department of Commerce
- Enid Regional Development Alliance (ERDA)
- South Western Oklahoma Development Authority (SWODA)
- Oklahoma Southwest Alliance
- Southwest Area Economic Development Corp.

5. Describe how:

- a. The local board will ensure the continuous improvement of eligible providers of services through the system in order to meet the employment needs of local employers, workers, and jobseekers; and,

The WOWDB viewed this question to include not only the Eligible Training Providers (ETPs) who's programs of training are approved by each workforce board in Oklahoma as "approved for WIOA Title I funding" but also for any provider of services through the workforce development system.

The WOWDB will explore conversations with the community of nonprofit training providers about a shared vision for Area and the desire for continuous improvement across the public and nonprofit workforce arenas. Multiple efforts in recent years have supported continuous improvement plans within the public workforce system and communities that never came to fruition or sanctioned because there wasn't a set standard with which to measure success. Discussions are expected during the program year about how to bring such efforts together.

To meet this requirement, the WOWDB will encourage the administration of self-assessments. It has been suggested that the tool should use the Malcolm Baldrige Quality Criteria but because this hasn't been conducted before on such a scale as to review the entire system, it may be simpler to use a straightforward tool similar to that used for the SWOT analysis and the service mapping. The self-assessment process should involve all partner programs staff involved in workforce development. Measurements of the results should take into account the federal performance measures and, of course, the goals of the State Plan. A critical part of quality improvement is customer focus. The system including the Oklahoma Works offices should measure customer satisfaction - during the time of service and at the time of exit from service for both job seekers and business customers. This information should be used to improve the day-to-day operations of the system.

The WOWDB has established measures for the contracted WIOA Title I Service Provider and One Stop Operator. Under the changing dynamic of the Oklahoma Works vision and State Plan, the WOWDB may be required to revisit and revise these contract extension requirements to ensure that they are in line to help attain not only federal measures but also act positively to achieve the goals outlined in the State Plan.

The workforce development system emphasizes informed customer choice, system performance, and continuous improvement. The ETPs process is part of the strategy for achieving these goals. Training providers must be determined eligible to receive Workforce Innovation and opportunity Act (WIOA) Title I funds to train adults and dislocated workers. Eligible job seekers who need training use a list of eligible providers to make an informed choice.

The WOWDB staff diligently work with all ETPs to ensure that the data in the online management information system (Oklahoma Job Match/Oklahoma Service Link) is accurate and up-to-date and that the Area is in compliance with all issued guidance and policy. The ETPs system in Oklahoma Job Match/Oklahoma Service Link has been broken for at least 4 years now but the WOWDB staff continues to work with all ETPs and the online system to get the data entered correctly. All staff working in the system who need information about the ETPs can still review that data online using Oklahoma Job Match/Oklahoma Service Link and are requested to contact WOWDB staff to validate correct performance, cost, and testing information. Until the OOWD provides an opportunity for the system to be fixed, this is the only avenue for the WOWDB to ensure the information is correct. In the end, the WOWDB will manage the quality of service among its own training providers by pruning and/or adding to the eligible training provider list.

The WOWDB will continue to monitor and provide technical assistance to all eligible providers of services to ensure continuous improvement. Through our partnerships with the eligible providers of services, information pertaining to employment needs will be communicated as necessary.

b. Entities within the One Stop delivery system, including system/center operators and partners, will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

The Oklahoma Department of Rehabilitation Services (OKDRS) and the Oklahoma ABLE Tech have provided excellent training for staff in the system via webinars, trainings in Oklahoma City, and weekly emails regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. WOWDB Staff is working with OKDRS and the Oklahoma ABLE Tech to schedule a training for all staff at the Oklahoma Works office as soon as the One-Stop Operator and Service Provider Staff are in place for the 25 county area. The Workforce Board Staff share other resources that are provided by the federal civil rights administration and the US Department of Labor. The OKDRS reviewed all Workforce Oklahoma Offices for compliance and provided each area a written report but action hasn't been taken yet on the reports.

As described in the Federal Regulations at 29 CFR Part 38, Section 188 applies to any recipient of funding under Title I of WIOA. It is also applicable to:

- Programs and activities that are part of the One Stop delivery system and that are operated by One Stop partners, to the extent that the programs and activities are being conducted as part of the One Stop delivery system; and
- The employment practices of a recipient and/or One Stop partner, to the extent that the employment is in connection with programs and activities that are being conducted as a part of WIOA Title I or the One Stop delivery system.

The Federal Regulations go on to describe how the implementation of certain requirements of Section 188 will be the responsibility of *“The Governor or the LWDA grant recipient, as provided in the State’s Nondiscrimination Plan....”*

As an example, § 38.73 states:

38.73 Responsibility for developing and publishing complaint processing procedures for Service Providers. The Governor or the LWDA grant recipient, as provided in the State’s Nondiscrimination Plan, must develop and publish, on behalf of its Service Providers, the complaint processing procedures required in § 38.72. The Service Providers must then follow those procedures.

Similar statements appear in §38.33, §38.37, and elsewhere.

As of the time when this local plan was prepared, the newly merged WOWDA Nondiscrimination Plan had not yet been developed. So, the exact duties and responsibilities of the Local Workforce Development Area grant recipient are not known at this time. Even so, the WOWDB is ready and willing to carry out any and all duties assigned to it under Section 188 and the Federal Regulations as the WOWDB functions as the convener of One Stop partners in the Area.

All applicable WOWDB policies will be updated to reflect the requirements of the State’s Nondiscrimination Plan as “updating policies” is the last item on the timeline list given to the WOWDA by OOWD. All One Stop partners will be required to comply with Section 188 and the implementing regulations.

The entities of the local workforce system in the Area – including our One Stop Operator and each of our One Stop partners – are focused on accessibility for all job seekers and businesses. This includes access to facilities, programs and services, technology, and materials. Working with the Governor’s Council for Workforce and Economic Development (GCWED) and other partners as described in the State’s Unified Plan, WOWDB will bring sharper focus on developing and employing more Oklahomans with disabilities.

As described in Oklahoma’s Unified Plan, the Oklahoma Department of Rehabilitation Services (DRS) is leading Oklahoma’s Workforce System towards enhanced accessibility. The objective is to provide equitable services to individuals with disabilities and to ensure that all Workforce System partners comply with the Americans with Disabilities Act (ADA).

Our local workforce development system is committed to following the leadership of our DRS partner. For example, we will work to fully implement the “Access for All” initiative in the Area. Access for All is a partnership between the Oklahoma Department of Rehabilitation Services (Oklahoma’s Vocational Rehabilitation Program) and Oklahoma ABLE Tech (Oklahoma’s Assistive Technology Act Program). The Access for All initiative places a focus on recruitment, hiring, and promotion of individuals with disabilities in the state of Oklahoma’s workforce system. Access for All focuses on Oklahoma Works partners as well as employers in the state. This initiative provides training, consulting, and resources to ensure that individuals with disabilities are intentionally included in efforts to achieve greater household wealth for Oklahomans.

We are confident that the Access for All initiative will equip our One Stop partners with the knowledge and resources to make our entire system more accessible to individuals with disabilities. We want all of our One Stop programs to be accessible in person, on the phone, and, to the extent possible, other technology means such as applications like Skype, through the web.

The state’s Unified Plan describes how a One Stop center certification policy will be developed to meet the requirement of WIOA Sec. 102(d)(6)(A). Upon publication of the certification criteria, the local workforce development system in Western Oklahoma will be prepared to implement processes to meet and exceed the state criteria. Our processes will include appropriate training for managers and staff in the Oklahoma Works Offices. We will also establish effective self-monitoring mechanisms to make sure that accessibility standards are maintained throughout our system. Annual training will be conducted with all entities and a continual review of all Americans with Disabilities Act programs is ongoing.

The Oklahoma Department of Rehabilitative Services (OKDRS) provided a document called “Oklahoma Works Workforce System Access for All Certification Process” to assist local areas and regions as they consider the physical space and accessible technology of the workforce development system. The document focuses on the environments that Job Seekers interact with when participating in services provided through the Oklahoma Works Workforce System Partners. In the end, Oklahoma Works Workforce System Partners and Workforce Areas will work through an ‘Access for All Accessibility Process’. See appendix B

6. Describe how the local board will coordinate WIOA Title I workforce development activities with the provision of transportation, child care, and other appropriate supportive services in the local area. **Include a copy of a completed Job Seeker Wrap Around Services service matrix.***

The job seeker service matrix is attached (see appendix C1,C2). As stated already in this local plan,

The review of services for local businesses and job seekers was part of the ‘system certification’ process which was eliminated as a requirement by the state over two years ago. The Northwestern Oklahoma Self-Assessment was completed at a local area partner’s meeting in November 2016. The South West Oklahoma Self-Assessment would have also taken place during this same time frame, but due to the merger and change of staff this information has not be able to be located. The area has requested the assistance of OOWD, but they too have not been able to locate this information. Efforts will continue to find this information, and when it is found, it will be reviewed and this plan adjusted as needed. The SWOT analysis meeting of the Western OK Planning Region took place in November 2016 and was compiled for the plan. The system certification process that was originally required was changed to an option.

The WIOA Title I Service Provider and One Stop Operator are charged with coordination of resources for participants who receive WIOA Title I funds. Policies will be updated and put into place to assist with the minimum requirements of services like supportive services. The combination of policies the Board will developed is supposed to help guide the front line staff and the One Stop Operator from the program design, assessment, and individual employment plan/individual service strategy develop through service provision, exit and performance. Everything developed (contract, policies, monitoring, etc.) are conceived to “force” the staff to coordinate with other resources to provide wrap-around services.

WOWDB has strongly encouraged the WIOA Title I Staff and One Stop Operator to use information from www.211oklahoma.org to determine if needed supportive services are available from any source other than WIOA Title I funds. The Title I Service Provider has created resource lists that front line staff must access and exhaust prior to requesting Title I funds for services.

7. Provide the executed cooperative agreements* which define how Service Providers will carry out the requirements for integration of, and access to, the entire set of services available in the local One Stop system. This includes cooperative agreements between the local WDB and other local entities with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

The WOWDB has not entered into cooperative agreements as of the development of this local plan. The WOWDB will explore these agreements, as needed, as we work toward the integration of our One Stop Centers.

In June 2017, a Cooperative Agreement was entered into by and between the following Partners for the purpose of coordinating services in the Oklahoma Works One Stop Delivery System:

- (1) - (3) The adult, dislocated worker, and youth programs authorized under subtitle B of title I of WIOA and administered by the U.S. Department of Labor;
- (4) The Adult Education and Family Literacy Act (AEFLA) program authorized under title II of WIOA and administered by the U.S. Department of Education;
- (5) The Wagner-Peyser Act Employment Services programs amended by title III of WIOA and administered by the U.S. Department of Labor; and
- (6) The State Vocational Rehabilitation (OKDRS) program amended by title IV of WIOA and administered by the U.S. Department of Education.

This Cooperative Agreement specifies the understanding of the Partners as we work collaboratively within the Oklahoma Works One-Stop Delivery System to provide comprehensive services to individuals seeking employment. See appendix F

8. Identify the local:

Since the recent Merger the WOWDA had to put out RFP's for One-Stop Operator and Service Provider. Through the procurement process the new contracts will begin effective November 01, 2017. CDSA was in the old Northwestern area and ResCare and SWODA were in the old Southwest area. The proposals were graded on 10.24.2017. At the WOWDB Meeting on 10.25.17 the WOWDB voted to award Odle Management Group, LLC the contract for One-Stop Operator and Service Provider, they scored the highest through the procurement process and their proposal was the lowest as far as cost. The new contracted providers will start November 01, 2017.

- a. Fiscal agent – Oklahoma Economic Development Authority (OEDA)
- b. One Stop Operator(s) – Odle Management Group, LLC (OMG)
- c. Service Provider(s) for Adult and Dislocated Worker WIOA Title I Basic and Individualized Career Services – Odle Management Group, LLC (OMG)
- d. Service Provider(s) for Youth WIOA Title I Services – Odle Management Group, LLC

9. Describe the competitive process used to award the subgrants and contracts for WIOA Title I activities.

The process to award subgrants and contracts for WIOA Title I Services begins with an ad hoc committee of the WOWDB which creates a request for proposal (RFP) for the competitive procurement. The WOWDB elected to hire a consultant to assist with the RFP process. Central Oklahoma Workforce Innovation Board (COWIB) was hired to assist with the RFP process from start to finish. COWIB worked with the committee and drafted the RFP's, put out the RFP's and will receive the RFP Bids. After at least a 30 day period, the committee reviews and grades all applicable and eligible bids. The committee has been given the authority to make the decision on behalf of the WOWDB and award the contracts. The committee takes action and terms of the contract are negotiated with the subgrantee with assistance from the consultant. Then contracts for One-Stop Operator and Service Provider will start November 01, 2017 for the newly merged 25 county area.

10. Describe the local levels of performance negotiated with the State.*

The performance negotiations were prior to the merger, so this area has two sets of performance measures at this time. The OOWD is in the process of discussing this issue and coming up with a solution or process for getting one set of performance levels for the newly merged area.

PY 2016 Northwestern Oklahoma Workforce Board Local Performance		
Outcome	Program	PY 2016 Performance Goal
Employment Rate 2 nd Quarter After Exit	Adults/Wagner-Peyser	64%
	Dislocated Worker	76%
	Youth	63%
Employment Rate 4 th Quarter After Exit	Adults/Wagner-Peyser	64%
	Dislocated Worker	71%
	Youth	69%
Median Earnings 2 nd Quarter After Exit	Adults/Wagner-Peyser	\$5,366.00
	Dislocated Worker	\$6,084.00
	Youth	
Credential Attainment within 4 Quarters After Exit	Adults	88%
	Dislocated Worker	86%
	Youth	60%

Southwestern		
Outcomes	Measure	PY 2016 Performance Goal
Employment Rate 2nd Quarter After Exit	Adults / Wagner-Peyser	65.90%
	Dislocated Workers	68.00%
	Youth	62.60%
Employment Rate 4th Quarter After Exit	Adults / Wagner-Peyser	61.50%
	Dislocated Workers	70.00%
	Youth	79.40%
Median Earnings 2nd Quarter After Exit	Adults / Wagner-Peyser	\$4,664.00
	Dislocated Workers	\$7,408.00
	Youth	
Credential Attainment within 4 Quarter after Exit	Adults	88.20%
	Dislocated Workers	56.80%
	Youth	64.50%

The measures listed above were agreed upon by the NOWB, South West and the OOWD for the Title I and III programs. The Performance Goal numbers were the result of a process to review previous year's data and potential for future year's performance. The Board staff was given a very brief time to review the data that was provided by the USDOL through OOWD staff and perform the calculations necessary to get the goal numbers. The OOWD then worked with the Board staff to 'negotiate' the actual goal numbers that would become the final seen above. Some of the negotiation was based on the desire of OOWD to see the Workforce Area go above what the data calculations revealed.

The Title II and IV measures, as stated in the State Plan, show the following:

Outcome	Program	PY 2016 Performance Goal
Employment Rate 2 nd Quarter After Exit	Rehabilitative Services	Baseline
	Adult Education	*note 1
Employment Rate 4 th Quarter After Exit	Rehabilitative Services	Baseline
	Adult Education	*note 1
Median Earnings 2 nd Quarter After Exit	Rehabilitative Services	Baseline
	Adult Education	*note 1
Credential Attainment within 4 Quarters After Exit	Rehabilitative Services	Baseline
	Adult Education	undetermined

*Note-1 Data sharing MOU is currently in process.

Measurable Skills Gain is undetermined for all CORE partners. Titles I, II, and III are undetermined in Effectiveness Serving Employers; Title IV: OKDRS will provide the rehabilitative data upon completion of changes made to the vocational rehabilitation case management system and the development of statewide data sharing agreements.

Discussing these measures with Title II partner representative who provided this statement: “Right now we’re establishing baseline for Title II for Employment (2nd and 4th quarter), Median Earnings, Credential Attainment, and effectiveness in serving employers. Measurable Skill Gains is at 42% for FY16 and 43% for FY17.”

Core partners are working on a baseline for the performance measures. Some partners are using Program Year 2017 as a baseline standard for performance. But, at this time the measures are not negotiated, nor are they able to be captured or tracked in the existing management information system. The ultimate measure of progress of a workforce development system relates to the value found in the workforce and the workplace. The difficulty in the calculation of value is that reported impact is often subjective and anecdotal. To promote objectivity while still addressing specific local workforce issues, the WOWDB is hoping to utilize WIOA accountability measures of performance, business and industry feedback, actual program outcomes, and completion and employment data provided through workforce development entities and labor market information in order to best determine the ‘performance’ of the Area.

11. Describe the actions the local board will take toward becoming or remaining a high performing board.

As of the date when this local plan was prepared, the Governor’s Council for Workforce and Economic Development (GCWED) had not yet announced a policy on the requirements for a high-performing board. Even so, a broad hint of the GCWED’s philosophy is found on Page 127 of the State’s Unified Plan. On the topic of board certification, the Unified Plan includes this statement:

“The Council is responsible for certifying Local Workforce Boards. The certification process is the key strategy to ensure Local Workforce Development Boards have the proper membership and structure to be highly effective in creating and continuously improving an aligned workforce development system, overseeing funds effectively and achieving established performance measures.”

Therefore, the key to ensuring that a local board is highly effective can be found in the criteria defined for certifying the local board. As determined by the GCWED, the certification criteria include:

- Appropriate LWDB membership;
- Proper LWDB area organizational structure;
- Separation of LWDB, One Stop Operator, and WIOA Title I provider staff; and
- Collaboration with Economic Development Partners.

WOWDB's certification as the local workforce development board for the Western Oklahoma Workforce Development Area was confirmed on August 11, 2017.

Workforce development in the Area is partnership focused. It draws resources and momentum from multiple sources to provide a collaborative talent development system that engages employers and job seekers at the local level. Keeping the WOWDB, its membership, staff, and system closer connected not just to share or leverage resources is vital for a successful, high performing, and forward moving Board.

In the future, the members and staff of the WOWDB will take additional steps toward remaining a high-performance board. Planned actions may include, but are not limited to:

- Participation in regular board member development activities such as those offered by the Oklahoma Association of Workforce Development Boards (OAWDB) if WOWDB remains a member;
- Leadership attendance at the Annual Forum of the National Association of Workforce Boards (NAWB) as funds allow;
- Enforcement of the WOWDB's conflict of interest standards as published in the board's bylaws;
- Enforcement of bylaws with respect to attendance in board and committee meetings;
- Establish goals such as:
 - Build a talent development delivery system through systematic change, integration of resources, and continuous improvement.
 - Build relationships that promote success: engage business, industry, and community to ensure universal contribution and commitment to workforce initiatives and strategies that support regional economies.
 - Educate and inform often: disseminate organization, workforce, and career pathway information regularly and opportunistically to foster interest and collaboration.
 - Advance financial viability: reinforce the fiscal foundation of the organization to sustain legacy operations and increase diversification.
 - Focus and advance universal access to workforce services in all counties with a focus on populations with barriers.
 - Connect youth to the workforce system.

12. Describe how training services will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts, and how the local WDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

The Workforce Innovation and Opportunity Act of 2014, in §134(F) establishes the requirement that “training services...shall be provided in a manner that maximizes consumer choice in the selection of an eligible provider of such services,” and further establishes, in §134(G)(i) that “training services shall be provided through the use of individual training accounts...and shall be provided to eligible individuals through the One Stop delivery system.”

Training services must be linked to occupations that are in demand in the local area or in another area to which an adult or dislocated worker (DLW) receiving services is willing to relocate. Training services shall be limited to individuals who are unable to obtain other grant assistance, including Federal Pell grants or require assistance beyond the assistance made available under other grant assistance programs.

Individual Training Accounts (ITAs) are necessary to ensure fiscal responsibility and appropriate training in demand occupations. ITA's have the capability to track fiscal contributions from partnering agencies to ensure WIOA is the last resort funding source. When using an ITA, the local area is able to obtain the needed information to track data and fiscal integrity and encourage continuous improvement.

ITAs are developed and awarded to eligible participants. The ITA will inform the participant of the amount of WIOA financial support that WOWDB will make available on his/her behalf, inform WOWDB and the Service Provider which eligible training provider and demand occupation the participant has selected for training, and inform WOWDB and the Service Provider of the beginning and end dates of the training program. Additionally the ITA outlines the participant's responsibilities to the WIOA program and WOWDB. The development of an ITA is not necessary when the participants are TAA funded.

The objective of the Eligible Training Provider (ETP) system is to encourage a market like environment for job seekers who are in need of and desire training and to ensure customer choice. Individual Training Accounts (ITAs) are used to fund the Occupational Skills Training service with the goal that the training will produce the potential of higher earnings within the Area's demand occupations/driver industries. The WOWDB ITA Policy will outline the procedures for the ITA including the maximum amount and time limit for use.

Because the online data system for the Eligible Training Provider List in Oklahoma Job Match/Oklahoma Service Link is not working properly, all Area staff are requested to contact the Board Staff office for information regarding validity of the data.

13. Describe how One Stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA.

The WOWDB supports the effort of the One Stop Partners state agencies to find a path through the variety of historical and legacy programs currently in use by all partners. Until all partners can fully utilize one system to conduct intake and case management, the workforce development system in Oklahoma can never be fully integrated. The WIOA Title III and Title I partners are currently utilizing Oklahoma Job Match/Oklahoma Service Link as their internet based system for a common tool for intake and case management. This system also provides the OOWD with needed information to report to the federal government. When this local plan was prepared, the WOWDB was not aware of any definite plan or timeline for creating a fully integrated intake system or case management information system. All partners agreed that this will be an ongoing process and will most likely cost more money than is available in the current partner budgets. While the GCWED develops their implementation strategies, the One Stop partners in the Area will continue to use the existing resources available for the collection of program-specific participant data. Although these resources are not integrated as is requested in this question, they do provide a baseline for the development of a future system for data sharing, etc. We know there must be full, complete, and total access for all without exception. As we move forward in discussions and development of the Memorandum of Understanding for the Areas system, it is clear some accommodations may help move the Area closer to full, complete and absolute access for all but may not solve the problem entirely at the local level. Clearly this is an issue faced by the entire state so we will depend heavily on state leadership for assistance as we do not yet know how to make this happen but all fully agree that there must be full, complete and absolute access for all without exception.

The Oklahoma Job Match/Oklahoma Service Link system has several self-service features that are widely used by the customers (job-seekers and employers) in our local workforce development system. It is also designed for use by case managers in several of our One Stop partner programs. These are recognized as advantages of the online system. However, OKJobMatch does not presently meet the needs of all One Stop partners – so, it is not a fully integrated system in that regard.

The One Stop partners in the Area look forward to the eventual development and use of fully integrated intake and case management systems. In the meantime, we will use our existing resources to facilitate our intake and case management functions.

14. Describe the direction given to the One Stop center operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

The One Stop Operator is required by contract to ensure all WOWDB policies are complied with and to ensure all local staff abides by all federal and state laws, guidance, and policy which includes the WIOA of 2014 and Regulations which specifically outline the priority for adult career and training services. The WIOA Title I Service Provider and One Stop Operator staff is required, by contract, to be operationally familiar with all applicable laws, regulations, guidance, policy, and technical assistance from the federal, state, regional, and local levels.

The WOWDB created an application for the WIOA Title I Service Provider and One Stop Operator to utilize as an assessment tool when conducting intake interviews which helps to identify priority populations. If a job seeker is found to not meet the priority population's requirements of WIOA, they are placed in the general population pool and provided services upon availability. The WIOA Title I Service Provider staff and One Stop Operator must document and track the results of who received services and who did not receive training services due to priority of service criteria. At the time of this local plan submission not all system programs are using the same application.

WOWDB staff conducts regular technical assistance sessions with the WIOA Title I Service Provider staff and One Stop Operator regarding eligibility, policy, monitoring, partnerships, and other case management issues.

15. Describe the process used by the local board to provide a 30 day public comment period prior to submission of the plan*, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education, and labor organizations. The required public comment process is outlined in section 108(d) of WIOA.

The WOWDB will utilize the Fiscal Agent website to post the local plan for public comment for at least 30 days. An email and postal mail address will be provided to submit comments. The local plan will also be emailed to all Board members and system partners. A legal notice will be placed in the Area's lead city newspapers.

The posting period is planned to commence on October 20, 2017 and terminate on November 19, 2017. The published local plan, attachments, comments, and WOWDB response(s) to comments will be attached to the local plan and presented to the GCWED and OOWD in accordance with established timelines.

Public comments to this local plan can be made to Christi Porter, WOWDB Executive Director, by email at ccastor@oeda.org or by postal mail to WOWDB Executive Director, 1116 19th Street, Woodward, OK 73801. All comments must be received by close of business November 19th, 2017.

Assurances

Provide a statement indicating the local workforce development board will agree to the following assurances:

- The Local Workforce Development Board assures it will establish fiscal control and fund accounting procedures to ensure the proper disbursement of, and accounting for all funds received through the Workforce Innovation and Opportunity Act.
- The Local Workforce Development Board assures it shall keep records that are sufficient to permit the preparation of reports required by the Act and shall maintain such records, including standardized records for all individual participants, and submit such reports as the State may require.
- The Local Workforce Development Board assures it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of the Act.
- The Local Workforce Development Board assures funds will be spent in accordance with the Workforce Innovation and Opportunity Act, regulations, written Department of Labor Guidance, written Oklahoma guidance, and all other applicable Federal and State laws.

- The Local Workforce Development Board assures that veterans will be afforded employment and training activities authorized in the Jobs for Veterans Act and 20 C.F.R. Part 1010.
- The Local Workforce Development Board assures it will comply with any grant procedures prescribed by the Secretary which are necessary to enter into contracts for the use of funds under WIOA, but not limited to the following:
 - General Administrative Requirements – Uniform Guidance at 2 C.F.R. Part 200 and 2 C.F.R. Part 2900.
 - Assurances and Certifications – SF 424B – Assurances for Non-Construction Programs; 29 C.F.R. Part 31,32 – Nondiscrimination and Equal Opportunity Assurance (and Regulation); 29 C.F.R. Part 93 – Certification Regarding Lobbying (and Regulation); 29 C.F.R. Parts 94 and 95 – Drug Free Workplace and Debarment and Suspension; Certifications (and Regulation).

By virtue of their signatures at the beginning of the document, the Western Oklahoma Workforce Development Chief Local Elected Official and the Workforce Board Chair agree to the above listed assurances.

Local Area Partners – Input/Signature Page

In addition to the original template and requirements from the Oklahoma Office of Workforce Development (OOWD) and the Governor’s Council for Workforce and Economic Development (GCWED), partner participation must be attested to in the development of this Local Plan as a requirement to submit the revision.

WIOA Core Partners:

- Title I – Adult, Dislocated Worker, and Youth
- Title II – Adult Education Family Literacy Act
- Title III – Wagner-Peyser Employment Services (including JVSG)
- Title IV – Vocational Rehabilitation

WIOA Required Partners:

- Career and Technical Education (Perkins)
- Community Services Block Grant Employment and Training Programs
- Indian and Native American Programs
- HUD Employment and Training Programs
- Job Corps
- Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program
- National Farmworker Jobs Program
- Senior Community Service Employment Program
- Temporary Assistance for Needy Families (TANF)
- Trade Adjustment Assistance Programs
- Unemployment Compensation Programs
- YouthBuild

By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: Title I Provider Local Inc

Signature: Demelle Jansen

Date: 10/16/17

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Partner: Title I - Adult, Dislocated Worker, & Youth

Signature: Diandra Williamson Date: 10/16/17

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- Trade Adjustment Assistance Programs
- Unemployment Compensation Programs
- YouthBuild

By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: ENIP Public Schools ABE

Signature: 

Date: 10-16-17

Local Area Partners – Input/Signature Page

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- Title IV – Vocational Rehabilitation

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Partner: WOODWARD ADULT EDUCATION

Signature: Diana Ball

Date: 10/16/17

Local Area Partners – Input/Signature Page

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Partner: Wagner Peyser

Signature: Stephen A. Cronk

Date: 10-16-2017

Local Area Partners – Input/Signature Page

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- YouthBuild

By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: Department of Rehabilitation Services

Signature: Noel Tyler

Date: 10/27/17

Local Area Partners – Input/Signature Page

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Partner: DANNY BRITTON - WESTERN TECHNOLOGY CENTER

Signature: Danny Britton

Date: 10-16-17

Local Area Partners – Input/Signature Page

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By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: High Plains Technology Center

Signature: 

Date: 10/16/17

Local Area Partners – Input/Signature Page

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- YouthBuild

By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: Actoy Technology Center

Signature: 

Date: 10/16/17

Local Area Partners – Input/Signature Page

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- Unemployment Compensation Programs
- YouthBuild

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Partner: Northwest Technology Center

Signature: Gould W. Ham

Date: 10-10-17

Local Area Partners – Input/Signature Page

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By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: Veterans

Signature: Stephen A. Crank

Date: 10-16-2017

Local Area Partners - Input/Signature Page

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WIOA Core Partners:

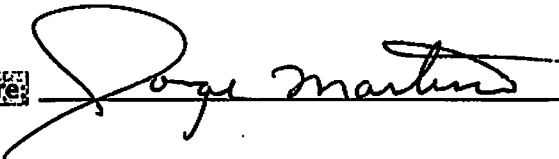
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- YouthBuild

By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: ORO Development Corporation

Signature: 

Date: 10-18-2017

Local Area Partners – Input/Signature Page

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By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner: SCSEP Title V

Signature: Justin Combs

Date: 10-16-17

Local Area Partners – Input/Signature Page

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By signing this document, I certify that my partner agency has had input in the creation of this Local Plan.

Partner:

Trade Adjustment Assistance

Signature:

Stephen A. Crank

Date:

10-16-2017

Local Area Partners – Input/Signature Page

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Partner: Unemployment Insurance

Signature: Stephen A. Crank

Date: 10-16-2017

Local Area Partners – Input/Signature Page

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Partner: YouthBuild

Signature: Rachel Harris

Date: 10/16/2017

Local Area Partners – Input/Signature Page

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Partner: Great Plains Regional Medical Center

Signature: Misty Carter

Date: 10/16/2017

Local Area Partners – Input/Signature Page

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Partner: Sandra Cusher; Bar-5 Foods Co.

Signature: Sandra Cusher

Date: 10-11-17

Local Area Partners – Input/Signature Page

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Partner: Ali Bobz - Board Member

Signature: 

Date: 10/10/17

Local Area Partners – Input/Signature Page

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Partner: Pioneer Telephone Coop.

Signature: Loni Pickett

Date: 10/16/17

Local Area Partners – Input/Signature Page

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Partner: Mitzi Dan - Boardmember Parhandle Telephone Cooperative

Signature: [Signature] Date: 10-16-17

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Partner: Association of South Central Oklahoma Governments

Signature: 

Date: 10/30/2017

Local Area Partners – Input/Signature Page

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Partner: One Stop Operator

Signature: Amanda J. Wills Date: 10/31/17

- The Local Workforce Development Board assures it will comply with any grant procedures prescribed by the Secretary which are necessary to enter into contracts for the use of funds under WIOA, but not limited to the following:
 - General Administrative Requirements – Uniform Guidance at 2 C.F.R. Part 200 and 2 C.F.R. Part 2900.
 - Assurances and Certifications – SF 424B – Assurances for Non-Construction Programs; 29 C.F.R. Part 31.32 – Nondiscrimination and Equal Opportunity Assurance (and Regulation); 29 C.F.R. Part 93 – Certification Regarding Lobbying (and Regulation); 29 C.F.R. Parts 94 and 95 – Drug Free Workplace and Debarment and Suspension; Certifications (and Regulation).

By virtue of their signatures at the beginning of the document, the Western Oklahoma Workforce Development Chief Local Elected Official and the Workforce Board Chair agree to the above listed assurances.
Local Area Partners – Input/Signature Page

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Partner: OK Dept Human Services

Signature: Paulette Bushers TANF PMJ Date: 10-31-17