

Oklahoma's 4-Year Local Plan

Workforce Development Area: Northeast Workforce Development Board

Chief Local Elected Official: Commissioner Dan Delozier

WDB Chair: Heather Smoot

WDB Executive Director: Michelle Bish

Signatures for the Local Plan

The following signatures attest that:

- They submit this local plan on behalf of the local WDB and Local Elected Officials 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 local board's and local elected officials' efforts to maximize resources available under Title I of WIOA and to coordinate these resources with other State and Local programs in the local 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 CLEO Typed/Printed Name: _____

Signature _____ Date _____

WDB Chair Typed/Printed Name: _____

Signature _____ Date _____

Executive Director Typed/Printed Name: _____

Signature _____ Date _____

Executive Summary

For consideration, please prepare a document not to exceed 2 pages that synthesizes the context and strategies developed in the local plan. This should include: a summary of the local workforce development system's vision, regional context (as appropriate), and system description.

The Northeast Workforce Development Board (NEWDB) is pleased to present the Strategic Four-year Local Plan for the Workforce Innovation and Opportunity Act, administered by the Oklahoma Office of Workforce Development (OOWD), which is housed at the Oklahoma Department of Commerce. The Plan aligns with the State's vision, goals, and strategies for carrying out WIOA programs administered by OOWD, the Wagner-Peyser Act (Title III) housed at the Oklahoma Employment Security Commission (OESC), the Adult Education and Literacy Program (Title II) housed at the Oklahoma Department of Career and Technology Education (ODCTE), and the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973 (as amended by Title IV) housed at the Oklahoma Department of Rehabilitation Services (DRS).

The Plan is supported by data and highlights the local and regional priorities for building a strong talent pipeline and statewide economic development. The plan was created to align with the vision, goals, and strategies identified by the Governor's Council for Workforce and Economic Development (GCWED or Governor's Council). The NEWDB invited input from partners in efforts to align priority strategies in service of our customers. Partners provided individual program components and joint components of the plan.

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Local Plan Sections & Questions

The local plan should operationalize the strategies developed in the regional plan by creating an action plan for implementation. It is encouraged to support responses in the local plan with links and references to specific policies and processes that exemplify the strategies in action. When a strategy has not yet been implemented, the local plan should identify the action plan for implementation with related information to timeline, ownership, and progress tracking.

A. Local Workforce Development System Vision

1. 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,
 - b. Goals relating to the performance accountability measures based on performance indicators.

The NEWDB Mission and Vision are as follows:

Mission: To serve as the driver of social and economic change in Northeast Oklahoma

Vision: Through collaborative efforts among the workforce system, economic development, and education, the NEWDB serves as the driver of social and economic change in northeast Oklahoma. The NEWDB is the convener and collaborator charged with hosting community conversations to better align workforce resources.

The NEWDB is charged with improving the structure and delivery in the system to assist Oklahoma workers in achieving a family-sustaining wage while providing Oklahoma businesses and industry with the skilled workers they need to compete on a global level.

The NEWDB has outlined the following as goals in preparing an educated and skilled workforce, including individuals with barriers to employment

Work-Based Learning

The NEWDB embraces the provisions in WIOA that clearly support the expansion and incorporation of Registered Apprenticeships (RA) as an evidence-based approach to workforce development. The NEWDB sees this as an opportunity to create a local and regional vision that supports substantive partnerships between the board, business, industry, education and RA program and sponsors. Aligning RA and other work-based learning opportunities with the WIOA service design and delivery in a holistic and comprehensive manner will lead to continued expansion of RA, OJTs and Work Experience programs in the NEWDB service area.

Workforce Solutions for NE Oklahoma Businesses

The NEWDB Business Service Plan outlines the goals and objectives for providing NE businesses with solution-based support.

Alignment of Services

The NEWDB goals include the utilization of the [Oklahoma Provider Directory](#) that helps ensure funds are leveraged among workforce system partners. Leveraging programs and services helps ensure job seekers have access to the network of services that will help them on their pathway to self-sufficiency.

Access for All

Additional goals include the attainment and maintenance of [Star Accessibility Certification](#) in the American Job Centers in the seven-county area served by the NEWDB. These efforts will help ensure that all barriers to services have been removed and provide access for all individuals seeking employment services.

Goals for Adult/DLW, Including Priority Populations:

Work Based Learning

Increase the number of Adults and Dislocated Workers who are enrolled in Registered Apprenticeships, On-the-Job Training, Job Shadowing and Work Experience activities.

Participants Receiving Industry Recognized Credentials

Increase the number of Adults and DLWs enrolled in Occupational Skills Training and receiving an industry recognized credential.

Placement in Critical Occupation

Focus efforts to expand placements in the State Critical Occupation List.

Priority and Vulnerable Populations

Focus strategies that will support priority and vulnerable populations as described in [TA 05-2020](#) or [NEWDB Priority of Service Policy](#) including, veterans and eligible spouses, justice involved, dropouts, aging out of foster care, TANF recipients, homeless, older individuals -defined as individuals who are age 55 and older, individuals with disabilities etc..

Goals for Youth, Including Priority Populations:

Increase Youth Enrollments and Services

Expand outreach focus for Youth populations and increase the number of Youth receiving WIOA services.

High school Diploma or Equivalency

Of the Out-of-School youth who do not have a High School Diploma or equivalent at program entrance, at least 20% of youth who exited will have obtained a HSE or High School Diploma.

Work Based Learning

Increase the number of Youth participants enrolled in Registered Apprenticeship, Pre-Apprenticeship, Job-Shadowing, On-the-Job Training and Work Experience activities.

Participants Receiving Industry Recognized Credentials

Increase the number of Youth enrolled in Occupational Skills Training and the number who obtain an industry recognized credential.

Priority Youth Populations

Increase the number of Youth participants as priority and vulnerable populations including, veterans and eligible spouses, justice involved, dropouts, Foster Youth/Aging out, TANF recipients, homeless, individuals with disabilities high school drop outs or youth who fall into priority populations as described in [TA 05-2020](#) or [NEWDB Priority of Service Policy](#)..

The NEWDB is committed to the goals established by the Governor’s Council through the strategic planning process and goals and objectives resulting in the State Plan. This includes the four objectives outlined in the State Plan as follows:

Objective/Goal: EXPAND OKLAHOMA’S WORKFORCE TO SATISFY INDUSTRY AND ECONOMIC DEVELOPMENT

GOALS: An expanded workforce will provide a larger pool of potential workers, increase the financial and economic opportunities of workers, and encourage greater business investment, economic development, and job creation.

- Engage and upskill current and potential workers
- Retain Oklahoma’s workers
- Increase the Labor Force Participation Rate

Objective/Goal 2: UPSKILL OKLAHOMA’S WORKFORCE: A well-trained workforce will reduce the incidence and effects of unemployment, increase the financial and economic opportunities of workers, and encourage greater business investment and job creation.

- Strengthen public education’s focus on career readiness outcomes.
- Expand work-based learning opportunities including Registered Apprenticeships.
- Decrease the percent of Oklahomans without a High School Equivalency credential.

- Increase the percent of Oklahomans with a post-secondary credential or degree.

Objective/Goal 3: OFFER WORKFORCE SOLUTIONS TO OKLAHOMA’S BUSINESSES: Businesses that have access to a responsive, effective and solutions-focused public workforce system will be better positioned to expand the availability of quality jobs and capital investments.

- Increase understanding of workforce services among businesses through focused educational and marketing strategies.
- Engage businesses in program design and service delivery.
- Develop and provide more responsive recruiting tools.
- Strengthen sector partnerships.

Objective/Goal 4: BUILD OKLAHOMA’S WORKFORCE SYSTEM CAPACITY: A public workforce system able to respond to changing business needs and deliver innovative solutions will support the expansion of business investments and job creation:

- Drive innovation in program development and service delivery
- Diversify funding in support of workforce development
- Expand data assets, alignment and use
- Establish a unified State information baseline for data integrity

Goals relating to the performance accountability measures based on performance indicators

Performance measures are negotiated annually with the Oklahoma Office of Workforce Development. Approved negotiated goals for PY 2020/2021 are provided in the table below.

WDA	Program	Performance Metric	2020/2021 Negotiated Goals
Northeast	Adult	Credential Attainment	68.0%
Northeast	Adult	Employment 2nd Quarter After Exit	68.0%
Northeast	Adult	Employment 4th Quarter After Exit	69.0%
Northeast	Adult	Measurable Skills Gain	56.0%
Northeast	Adult	Median Earnings 2nd Quarter After Exit	\$5,500
Northeast	DW	Credential Attainment	75.0%
Northeast	DW	Employment 2nd Quarter After Exit	77.0%
Northeast	DW	Employment 4th Quarter After Exit	77.0%
Northeast	DW	Measurable Skills Gain	65.0%
Northeast	DW	Median Earnings 2nd Quarter After Exit	\$8,100
Northeast	Youth	Credential Attainment	59.0%
Northeast	Youth	Employment 2nd Quarter After Exit	72.0%
Northeast	Youth	Employment 4th Quarter After Exit	73.0%
Northeast	Youth	Measurable Skills Gain	57.0%
Northeast	Youth	Median Earnings 2nd Quarter After Exit	\$3,900

2. 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.

Northeast Oklahoma has thriving partnerships with our core and required partners including partners in education, economic development, and community-based organizations. The area is committed to working in a collaborative, cooperative spirit, giving each partner a voice at the table through efforts such as New Day New Way, Core calls and Stand Up meetings. Each partner is encouraged to not only participate in these efforts, but invited to help create the framework of meeting initiatives, cross training efforts, and service strategies for business and job seekers.

New Day New Way

Strategies that support and promote the alignment of workforce system partners include regularly convening partner meetings through New Day New Way partner meetings. The New Day New Way bi-monthly partner meetings have been taking place for a number of years and have created a strategic opportunity to bring core partners together to provide cross-training and to align and discuss strategies such as: ways to improve services to employers, strategies to support needs identified in each community, cross training in areas such as AADA, Roles of the One Stop Operator and presentations from each core partner represented in the group. The group is convened bi-monthly and includes, Adult Basic Education, Oklahoma Department of Rehabilitation Service (DRS), Wagner-Peyser (Oklahoma Employment Security Commission- OESC), Oklahoma Department of Human Services (DHS), Career Tech, Business, Secondary and Post-Secondary Education, Economic Development, One Stop Operator, Title 1, Veterans Services, Juvenile Authority, Job Corp, Native American Tribes, Chambers of Commerce, CSBG, Title V.

System partners are invited to present information related to programs and services in efforts to train and equip staff in an ongoing learning environment with the skills and knowledge needed to provide superior service to job seekers, including those with disabilities, and businesses in an integrated, regionally focused framework of service delivery, consistent with the requirements of each of the partner programs.

Core Partner Calls

In seeking to provide continuous quality system-wide improvement and to support the alignment of system resources, the One Stop Operator facilitates monthly partner calls for area core partners. These monthly calls create the opportunity for the One Stop Operator to develop and maintain relationships with partner managers. Additionally, these monthly calls help to ensure the workforce centers are providing services, meeting the demands of our customers, and supporting the alignment of resources.

During these calls, partners are given the opportunity to share innovative ideas or share input from their staff on how to strengthen the delivery of one stop center services. Partners discuss available resources, and coordinate strategies to assist with special events such as job fairs and workshop. The calls also provide an opportunity to share what is happening within the one stop centers with all core partners in efforts to provide continuous quality improvement and share best practices.

Core partner calls provide the opportunity to discuss continuous quality improvement strategies through analysis of customer satisfaction surveys. Survey numbers are discussed, as well as customer comments, customer service improvements and any other observations that may need to be addressed. The surveys are also used to help direct topics for the monthly Stand Up agendas that the American Job Centers use as training pieces for all center partners and staff.

Stand Up (AJC Weekly Meetings)

In efforts to ensure that American Job Center staff is provided adequate cross training, as required in TEGL 16-16, and in efforts to assure the alignment of resources, and to assist in the strategic vision and goals, the One Stop Operator, in collaboration with the NEWDB and partners, has implemented weekly briefings for AJC staff. "Stand-up" meetings are held at each local American Job Center in the NE area, once weekly.

American Job Center managers and partners collaborate in the development of the Stand-Up monthly agendas containing flash points to help with facilitating these brief conversations to inspire meaningful partner dialog. The objective is to provide powerful training snippets that will provoke continued dialogue throughout the week and lead staff to take a deeper dive into the topics discussed. Cross training equips staff with the knowledge base to better to service customers.

Each Stand-Up meeting is brief, thus the title “Stand-Up”, lasting 10 minutes or less. All partners, co-located and those represented via direct linkage, are invited and encouraged to attend. If they are not able to join in person they are encouraged to join virtually. Each attendee has an opportunity to share relevant information with other partners for the purpose of seeking support, resources, referrals, etc. Examples of information shared are: Recruitment of a specific client pool, hiring events, understanding roles within the workforce system and how they contribute to the vision and mission of the local area, nondiscrimination, ADA compliance and etiquette and new state/federal/local guidance, etc.

B. Local Workforce Development System Response to Regional Plan

Section B is not required if LWDB is a single-area planning region, but must be completed by local areas who are members of a multi-area planning region. Local areas may base their responses on those of the regional plan, but are expected to add additional local context and identify specific areas of focus beyond the regional response.

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

Existing and Emerging In-Demand Occupations

The table below shows the top occupations by a total number of jobs in the Northeast WFDA. General and Operations Managers is a high-wage occupation (\$35.08 per hour) that shows up on this list and is expected to increase in job opportunities over the five-year forecasted projection.

Top Occupations by Total Number of Jobs for Northeast WFDA

SOC	Description	2019 Jobs	2024 Jobs	2019 - 2024 Change	Median Hourly Earnings	Typical Entry Level Education	Typical On The-Job Training
41-2011	Cashiers	2,576	2,593	17	\$9.40	No formal educational credential	Short-term on-the-job training
41-2031	Retail Salespersons	2,362	2,547	185	\$11.02	No formal educational credential	Short-term on-the-job training
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	1,902	2,153	251	\$8.61	No formal educational credential	Short-term on-the-job training

53-7062	Laborers and Freight, Stock, and Material Movers, Hand	1,716	1,861	145	\$12.11	No formal educational credential	Short-term on-the-job training
43-9061	Office Clerks, General	1,694	1,737	43	\$12.25	High school diploma or equivalent	Short-term on-the-job training
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,603	1,576	(27)	\$13.75	High school diploma or equivalent	Short-term on-the-job training
11-1021	General and Operations Managers	1,434	1,531	97	\$35.08	Bachelor's degree	None
43-3031	Bookkeeping, Accounting, and Auditing Clerks	1,373	1,364	-9	\$16.85	Some college, no degree	Moderate term on-the-job training
35-3031	Waiters and Waitresses	1,350	1,416	66	\$8.88	No formal educational credential	Short-term on-the-job training
43-4051	Customer Service Representatives	1,334	1,372	38	\$12.89	High school diploma or equivalent	Short-term on-the-job training

Source: Emsi- economicmodeling.com- 2020.1

There were an estimated 92,303 total jobs in Northeast WFDA in 2019. The following table shows the top ten employment industry sectors in Northeast WFDA. The largest sector is the Government with 22,358 jobs. The second-largest sector was manufacturing with 11,074 jobs.

Top Industry Sectors by Total Number of Jobs in Northeast W DFA in 2019

NAICS	Description	2019 Jobs	Percent of Total Employment
90	Government	22,358	24.22%
31	Manufacturing	11,074	12.00%
44	Retail Trade	10,308	11.17%
62	Health Care and Social Assistance	9,767	10.58%
72	Accommodation and Food Services	7,838	8.49%

23	Construction	5,163	5.59%
81	Other Services (except Public Administration)	4,027	4.36%
56	Administrative and Support and Waste Management and Remediation Services	3,991	4.32%
21	Mining, Quarrying, and Oil and Gas Extraction	3,662	3.97%
52	Finance and Insurance	2,519	2.73%

Source: Emsi- economicmodeling.com- 2020.1

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

Similar to the State, the Northeast area employers will require more job seekers to have earned a post-secondary credential over the next four years, and it is anticipated that this trend will continue. There will be more jobs that require a greater skill sets and educational levels beyond high school. Skills and educational gaps, coupled with an aging workforce present a challenge to meet the demands of employers.

The employment needs of businesses in existing and emerging in-demand industry sectors and occupations have some similarities throughout the Region. Employers are lacking workers with middle skills but are also having a more difficult time attracting individuals to even entry-level positions. Through employer surveys, businesses have expressed the need for enhanced soft skills among job seekers, specifically critical thinking skills and problem-solving.

Employers are facing immense challenges to find available candidates for their entry-level positions, but also candidates with the right skills for the jobs that are available regionally. Businesses have started to be more creative in their approach to posting positions and holding recruiting events. Additionally, the new reliance on technology through the pandemic may change the way businesses partner with the workforce system to tap into the existing talent pipeline. Virtual communication tools have made the hiring, interviewing, and onboarding of skilled workers take place in a manner that is more efficient and less personal than ever before.

Employment needs of the local area are reflective of the industries hit hard by the Pandemic. Amidst a recovering economy, there is consistent annual growth for a number of occupations, in multiple industries – providing a mixture of opportunities for a pipeline of workers. As indicated in the following table, the top 10 fastest growing occupations in the region range in projected growth from 10% to 7%. Food Preparation and Serving Related Occupations has the highest number of jobs at 8,453, with a projected increase of 833 jobs by 2025. Sales and Related Occupations have the second highest number of jobs at 9,189, anticipated growth change of 7% over the next four years. While these jobs tend to be lower wage earning, they offer an opportunity for entry-level skill development. Transportation and Material Moving Occupations round out the top three growth categories, with 7,118 jobs projected by 2025.

NEWDA Fastest Growing Occupations

Occupation	2020 Jobs	2025 Jobs	Change in Jobs (2020-2025)	% Change	2020 Median Hourly Earnings
Food Preparation and Serving Related Occupations	8,453	9,286	833	10%	\$9.42
Sales and Related Occupations	9,189	9,802	613	7%	\$12.50

Transportation and Material Moving Occupations	6,630	7,118	488	7%	\$15.18
Installation, Maintenance, and Repair Occupations	5,182	5,634	452	9%	\$20.09
Management Occupations	6,163	6,442	279	5%	\$32.96
Building and Grounds Cleaning and Maintenance Occupations	3,881	4,128	247	6%	\$11.45
Personal Care and Service Occupations	2,784	3,008	225	8%	\$10.91
Community and Social Service Occupations	2,203	2,410	207	9%	\$19.04
Healthcare Support Occupations	3,903	4,087	184	5%	\$11.45
Protective Service Occupations	2,424	2,591	166	7%	\$17.10

Source: Emsi-economicmodeling.com - 2020

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

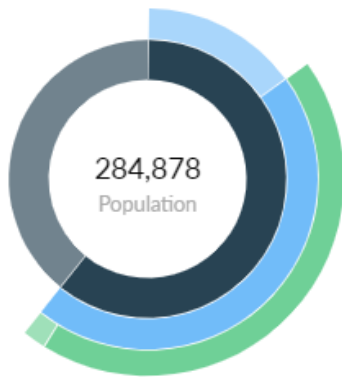
In the post-Pandemic environment, Employers are struggling to attract and hire qualified talent. Hiring events conducted throughout the Northeast WDA have had low job-seeker turnout. While employers in the past have expressed the need for employability skills, specifically critical thinking skills and problem solving, they are having difficulty even getting candidates to engage in the hiring process. When there is success in finding candidates, through job fairs and job postings, often applicants are not showing up for the interview. Consequently, employers are challenged to find available candidates with the right skills for the jobs that are available, locally and regionally.

Additionally, employers remain challenged to fill middle skill jobs, those jobs that require education beyond high school, but not a four-year degree. Based on local conversations with employers, the northeast area needs short-term industry recognized credentials in order to fill the skills gaps.

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.

The Northeast Workforce Development Board serves a rural 7-county area with a total population of 284,878 and spans 4,282 square miles. As of 2020 the Northeast WDA population increased by 1.1% since 2015, growing by 3,024. Based on current trends, the population is expected to increase by 2.0% between 2020 and 2025, adding 5,741, for a total of 290,619.

2020 Labor Force Breakdown

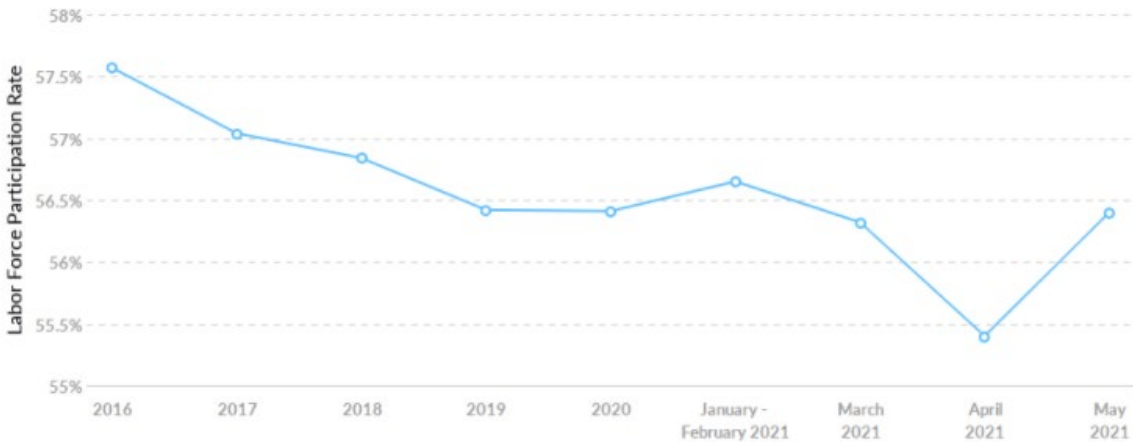


	Population
● Employable Population ⓘ	172,997
● Not in Labor Force (15+) ⓘ	42,661
● Labor Force ⓘ	130,336
● Employed ⓘ	124,661
● Unemployed ⓘ	5,675
● Unemployable Population ⓘ	111,881

Source: Emsi-economicmodeling.com – 2020

While labor force participation has been greatly affected by the Pandemic in 2020, recent trends indicate the people are returning to work, adding to the economic base of the area. As shown in the figure below, there has been a steady decline in labor force participation since 2016, with a sharp drop in April 2021 to less than 55%, and an even sharper bounce back in May 2021 to 57.5%.

Labor Force Participation Trends



Source: Emsi-economicmodeling.com – 2020

A breakdown of the labor force by age cohort shows a demographic shift with 51,425 millennials (ages 25-39) moving into the workforce, which is on par with the national average of 58,441, according to Emsi economic modeling data. These changing demographics present opportunity for career pathway development. At the same time, new workers are entering the workforce, a larger swath of those 55 and older (95,211) are preparing to exit the workforce for retirement, creating a knowledge and skills vacuum for area employers.

Labor Force by Age Cohort

Age Cohort	2020 Population	2025 Population	Change	% Change
Under 5 years	17,339	17,400	60	0%
5 to 9 years	17,932	18,798	867	5%

10 to 14 years	18,625	18,200	(425)	(2%)
15 to 19 years	18,100	18,052	(47)	(0%)
20 to 24 years	16,272	15,774	(498)	(3%)
25 to 29 years	17,475	16,532	(942)	(5%)
30 to 34 years	16,705	18,237	1,532	9%
35 to 39 years	17,245	17,930	685	4%
40 to 44 years	16,004	17,765	1,760	11%
45 to 49 years	16,718	16,405	(314)	(2%)
50 to 54 years	17,252	16,770	(482)	(3%)
55 to 59 years	19,616	17,368	(2,248)	(11%)
60 to 64 years	19,709	19,109	(600)	(3%)
65 to 69 years	17,051	18,832	1,781	10%
70 to 74 years	14,810	15,981	1,171	8%
75 to 79 years	10,851	12,601	1,750	16%
80 to 84 years	6,967	8,165	1,198	17%
85 years and over	6,207	6,699	493	8%
Total	284,878	290,619	5,741	2%

Source: Emsi-economicmodeling.com – 2020

WIOA outlines a vision for supporting young adults entering the workforce through an integrated service delivery system. This includes a vision for quality services for in-school and out-of-school youth. These services are provided through career exploration and networking, support for educational and credential attainment, skills training, and career pathways. The NEWDB provides the fourteen services for eligible youth, which should help to put Youth program participants on the right tracks with the right supports to be successful in their academic and skill-development efforts.

Regarding educational attainment, as shown in the figure below, the majority of the population 88.9% have a high school diploma or higher (88.0 %) and a large population with “Associate Certificate/Credential/Some College Credit” (31.0 %). With an increase in skill demands and narrowing the skills gap, alignment of skills training for area demand jobs becomes increasingly imperative.

Educational Attainment



	% of Population	Population
Less Than 9th Grade	3.0%	5,962
9th Grade to 12th Grade	8.1%	15,893
High School Diploma	35.1%	68,918
Some College	23.7%	46,536
Associate's Degree	9.0%	17,774
Bachelor's Degree	14.6%	28,662
Graduate Degree and Higher	6.5%	12,865

Source: Emsi-economicmodeling.com - 2020

As population changes, unemployment and the availability of skilled workers decreases in many rural areas, the availability of a skilled and qualified labor force also dissipates. Businesses are already having a difficult time finding qualified employees and will face additional hardships without focused efforts the on alignment of career pathways to local demand occupations. Workforce and educators must look to innovative ways to work with business to create opportunities for engaging entry-level workers through work experience, and expand opportunities for on-the-job training and development of registered apprenticeships to help training and retain workers.

Industries most affected by unemployment, as shown in the figure below, demonstrate key occupational deficits that currently exist in the Northeast WDA. The top five occupations most affected by unemployment are key economic drivers in the NE WDA, including Production, Food Preparation and Serving, Sales and Related occupation, Management, and Construction. In comparison to national unemployment, Production ranks the highest at 17% unemployed (739) compared to 9% of National unemployment, which is a difference of 8%. The percent of unemployment for the remaining top five occupations are more on par with National rates with a 2% swing for Food Preparation and Serving Related occupations.

Unemployment by Occupation

SOC	Occupation	Unemployed (5/2021)	% of Regional Unemployment	% of National Unemployment
51-0000	Production Occupations	739	17%	9%
35-0000	Food Preparation and Serving Related Occupations	522	12%	10%
41-0000	Sales and Related Occupations	491	11%	11%
11-0000	Management Occupations	467	11%	10%
47-0000	Construction and Extraction Occupations	368	8%	8%
43-0000	Office and Administrative Support Occupations	293	7%	12%
31-0000	Healthcare Support Occupations	250	6%	5%
49-0000	Installation, Maintenance, and Repair Occupations	240	5%	3%
37-0000	Building and Grounds Cleaning and Maintenance Occupations	180	4%	3%
53-0000	Transportation and Material Moving Occupations	179	4%	8%

39-0000	Personal Care and Service Occupations	124	3%	4%
13-0000	Business and Financial Operations Occupations	102	2%	4%
25-0000	Educational Instruction and Library Occupations	92	2%	2%
21-0000	Community and Social Service Occupations	59	1%	1%
29-0000	Healthcare Practitioners and Technical Occupations	56	1%	2%

Source: *Emsi-economicmodeling.com - 2020*

As the NEWDB works to address the needs of employers, local efforts will continue to use available data and information to identify ways to better reach underrepresented populations, as well as individuals with barriers to participation. We will ensure that all services and career pathways on-ramps are available to job seekers and workers (including unemployed workers), Veterans, and individuals with barriers to employment as identified by WIOA, including:

- displaced homemakers;
- low-income individuals;
- Indians, Alaska Natives, and Native Hawaiians;
- individuals with disabilities, including youth who are individuals with disabilities;
- older individuals;
- Ex-offenders;
- homeless individuals or homeless children and youths;
- youth who are in or have aged out of the foster care system;
- individuals who are English language learners;
- individuals who have low levels of literacy;
- individuals facing substantial cultural barriers;
- eligible migrant and seasonal;
- individuals within two years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program;
- single parents (including single pregnant women); and
- long-term unemployed individuals;

EO comparisons for PY 20

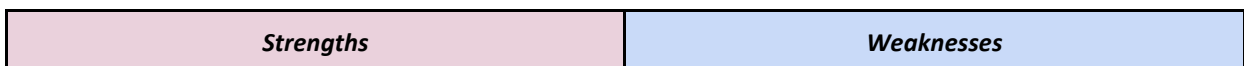
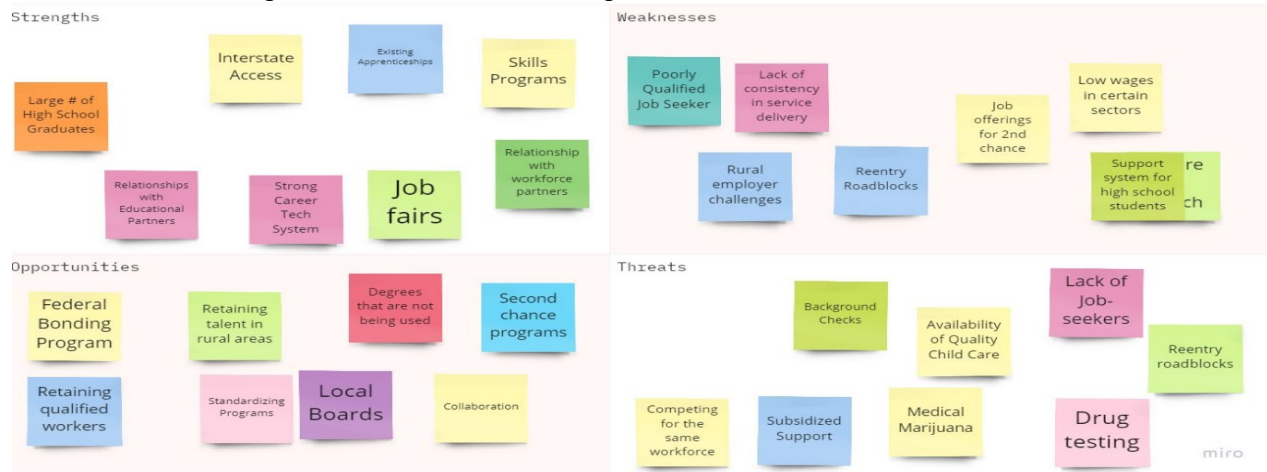
Source: Tableau; Rolling 4 Quarters Reports for each column, ending June 30, 2021.												
	WIDA Adul	WIDA DL	WIDA Youth	TAA/oc-Reha	Wagner-Peiser	Adult Ed	Total (all 7 groups)	WIDA Total (3 WIDA)	Percentage (Total/Total)	WIDA Percentage (WIDA Total/Total)		
Total Participants	114	46	28	38	41	1055	71	1393	188	100.00%	100.00%	
Sex												
Male	37	23	5	25	23	598	33	744	65	53.87%	34.57%	
Female	77	23	23	13	18	445	38	637	123	46.13%	65.43%	
Ethnicity/Race												
Hispanic/Latino	3	1	1	2	1	47	4	53	5	4.24%	2.66%	
American Indian or Alaskan Native	20	9	7	4	14	269	21	344	36	24.69%	19.15%	
Asian	1	0	0	0	1	9	0	11	1	0.79%	0.53%	
Black or African American	9	3	3	2	5	43	5	70	15	5.03%	7.98%	
Nativ Hawaiian or Other PI	1	0	0	0	0	12	0	13	1	0.93%	0.53%	
White	84	33	21	31	27	728	53	977	138	70.14%	73.40%	
More than on Race	4	1	4	1	5	54	8	77	9	5.53%	4.79%	
Other												
Veterans	7	3	0	2	0	96	0	108	10	7.75%	5.32%	
Individuals with a Disability	13	3	5	1	37	62	2	123	21	8.83%	11.17%	
Incumbant Workers	0	0	0	0	0	0	0	0	0	0.00%	0.00%	
Unemployed Individuals	77	45	17	38	21	972	24	1194	139	85.71%	73.94%	
Employment Barriers												
Displaced Homemakers	2	4	0	0	0	6	0	12	6	0.86%	3.19%	
Low-Income Individuals	101	25	27	3	11	317	3	487	153	34.96%	81.38%	
Older Individuals	8	9	0	13	1	271	2	304	17	21.82%	9.04%	
Ex-Offenders	15	6	6	0	0	64	3	94	27	6.75%	14.36%	
Homeless Individuals or Runaway Youth	2	1	1	0	0	10	2	16	4	1.15%	2.13%	
Current or Former Foster Care Youth	0	0	0	0	2	1	0	3	0	0.22%	0.00%	
English Language Learners, Individuals with Low Literacy, or Individuals with significant cultural	18	1	10	0	3	45	62	139	29	9.98%	15.43%	
Eligible Migrant/Seasonal Farmworker	1	0	0	0	0	0	0	1	1	0.07%	0.53%	
Exhausting TANF within 2 years	2	0	0	0	0	4	0	6	2	0.43%	1.06%	
Single Parents	47	10	11	1	2	119	3	193	68	13.85%	36.17%	
Long-Term Unemployed	29	11	8	5	5	167	1	226	48	16.22%	25.53%	

Source: Tableau Rolling 4 Quarters Report.

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. The local area may add additional information to the regional SWOT analysis that was developed with the regional plan.
 - a. Describe the strengths and weaknesses of workforce development activities.

Northeast Workforce Development Board (5.12.21)

The NEWDB SWOT-specific meetings was held on May 12, 2021, with the Northeast Workforce Development Board (NEWDB) members. The NEWDB meeting was conducted in person at Northeast Tech's Pryor campus location. A Zoom meeting was also made available for any board members unable to attend in person. The board identified the following within each of the SWOT categories:



Large number of high school graduates in the area	Job seekers who lack the qualifications employers are looking for
Easy access to the interstate system for businesses	Lack of consistency in service delivery
Existing Registered Apprenticeship programs	Rural employer/business challenges
Skills and training programs in place with a strong technical college system	Unnecessary employment roadblocks put in the way for justice-involved and the lack of businesses willing to hire individuals with background issues
Strong relationships between workforce partners and educational partners	Low wages in certain industries
Job fairs and business outreach has been really well done	Lack of a support system for high school students investigating career pathways

<i>Opportunities</i>	<i>Threats</i>
Better utilizing the federal bonding program for individuals with background issues and improving second chance programs	Extensive background checks have limited the opportunities presented to many job seekers along with other reentry roadblocks
Retaining talent and qualified workers in rural communities	The availability of quality childcare is lacking in the region
Tapping into degrees and skillsets from individuals who are currently underemployed	There are not enough job seekers locally to meet business needs
Enhanced collaboration between workforce, education, and economic development partners	Rural areas are competing for the same limited talent pool
Standardizing workforce programs to improve outcomes	Medical marijuana usage has made passing required drug tests difficult
Improving partnerships with other nearby local workforce boards	Subsidized supports have disincentivized working full time for some

- 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.

While there are challenges in aligning all core WIOA partners, locally the NEWDB has been intentional about nurturing partnerships by encouraging meaningful partner dialog and engagement. The NEWDB understands that WIOA Title 1 offers valued programs and services. However, if we chose to silo ourselves, we limit the capacity to serve our customers - job seekers and businesses. The NEWDB makes a broad reach to invite partners to engage through collaborative efforts such as New Day New Way, Stand Up and Core Calls. Partners are asked for input into how these meetings are structured to ensure the content is relevant and impactful. The capacity to provide quality workforce development activities is dependent on the ability of the entire workforce system to work collaboratively and in order to truly be effective the NEWDB strives to demonstrate the value of these partnerships.

Aligned with the state’s vision, the NEWDB continues to focus efforts on credential attainment as a top priority in order to address the education and skill needs of Oklahoma and Northeast area employers. The NEWDB works closely with education partners to ensure the training programs available in the area align with the demand of area business. The NEWDB has aligned training initiatives to sync with the state’s Critical Occupations.

Other NEWDB initiatives that address the education and skills needs of the workforce:

Externships for Workforce Development Professionals

The NEWDB embraces strategies that equip workforce development professionals to understand the talent needs of business so that these professionals can help job seekers navigate through training opportunities in demand and critical occupations.

In efforts to expose workforce professionals to demand and critical occupations the NEWDB launched externship opportunities for workforce development professionals. Workforce professionals from Title 1, Vocational Rehab, Cherokee Nation, Adult Basic Education, and Oklahoma Employment Security Commission and other system partners, have participated in these one-day events designed to create exposure to career pathways in various industries in Northeast Oklahoma.

The NEWDB partnered with American Castings in Pryor, Ignite Medical Resorts in Bartlesville, Cherokee Nation Career Services and Tulsa Ports to provide externship opportunities. Additional externships are being coordinated so that the practice continues once per quarter. The goal is to feature occupations that are included as part of Oklahoma’s Critical Occupations.

These opportunities create a first-hand experience at what a “day-int-the-life-of” various career fields look like. Workforce professionals play a significant role in helping navigate job seekers in careers through career exploration. Spending a day with an employer, walking through each department, presents great insights into the careers that are needed in northeast Oklahoma.

Response to Women’s Labor Participation

Four times as many women as men dropped out of the labor force in September 2020, roughly 865,000 women compared with 216,000 men. This validates predictions that the impact of the COVID-19 pandemic on women—and the accompanying child care and school crises—would be severe. In July, a *Washington Post* article—titled, “Coronavirus child-care crisis will set women back a generation”—pointed out that “one out of four women who reported becoming unemployed during the pandemic said it was because of a lack of child care—twice the rate among men.”¹ In August, CNN ran the headline, “Working mothers are quitting to take care of their kids, and the US job market may never be the same.”²

<https://www.americanprogress.org/issues/women/reports/2020/10/30/492582/covid-19-sent-womens-workforce-progress-backward/>

The workforce system must align strategies that will support the hardships created by the pandemic, including the significant impact seen on women. The Northeast area has a shortage of child care providers, compounding the complexity of the impact on women. The NEWDB has convened partners to discuss strategies that will address the child care shortage. Through these conversations some solutions have been identified including the possibility of a new child care center at a key location in the area. These solutions won’t manifest overnight, but the NEWDB will continue efforts to address these critical issues in efforts to expand the capacity within the local area to provide the skilled workforce needed.

Accessibility

The NEWDB understands that services should never be hindered due to accessibility issues and is committed to maintaining the highest standards for serving all individuals, including those with disabilities. The NEWDB completed STAR certification in February 2021. Upon the release of OWDI 11-2020 Access For All Star Accessibility Framework Phase I, the NEWDB began the process of identifying an assessment team and issued local guidance on

the process. The NEWDB received score sheets for each American Job Centered and worked to immediately address any deficiencies identified by implementing the recommendations of the assessment team.

The NEWDB has partnered with DRS to provide Windmills Training for all NEWDB and service provider staff. The NEWDB also required completion of Access for All training for board and service provider staff.

The NEWDB uses Stand Up, Core calls and New Day New Way to incorporate cross training elements that include disability etiquette, accommodations, nondiscrimination, EEO topics and grievance process.

In 2019 the NEWDB began the transition process for the NEWDB website. The NEWDB worked extensively with AT&T to overcome accessibility challenges, to no avail. In efforts to ensure that all job seekers and business customers could access resources on the NEWDB website, with the support from Able Tech, the board moved the web hosting services from AT&T to Word Press. This was a significant undertaking as the NEWDB does not employ IT support staff, so the transition pulled our resources to assist with the transition that eliminated accessibility issues but demonstrates the commitment of the NEWDB to access to workforce development resources for all individuals, including those with disabilities.

Skillful Talent

The NEWDB has prioritized the Skillful Talent platform as a means to address the talent needs in the area. Skillful Talent helps business transition to skills-based employment practices. These trainings walk employers through the process of hiring talent for their skills and retaining them and are designed to help employers break away from traditional, outdated hiring methods, which overly rely on proxies for skills like degrees, previous titles, years of experience, and subjective evaluation. Skills-based employment practices focus instead on skills in the recruiting, hiring, onboarding, and training processes. These practices can help organizations:

- Reduce time-to-hire
- Deepen the talent pool
- Improve employee retention
- Increase diversity

C. Describe the employment needs of employers.

The employment needs of employers across the seven-County area, as shown in the figure below, indicate 22 emerging occupations. Some of the occupations identified fall into more than one Industry Cluster. Two of the emerging occupations, General and Operations Managers, require a Bachelor’s Degree, seven occupations require a High School Diploma or Equivalent, and three occupations require some college/nondegree award. The remaining ten occupations do not require formal education and require on-the-job-training. The NEWDB is determined to focus our efforts and partnerships on providing the services necessary to ensure a pipeline of quality workers have the knowledge, skills and abilities needed to obtain employment in high-wage occupations within the established emerging industries.

Northeast WDA Top Jobs, Earning and Skill Demands

SOC	Description	2019 Jobs	2024 Jobs	2019 - 2024 Change	Median Hourly Earnings	Typical Entry Level Education	Typical On The-Job Training
41-2011	Cashiers	2,576	2,593	17	\$9.40	No formal educational credential	Short-term on-the-job training

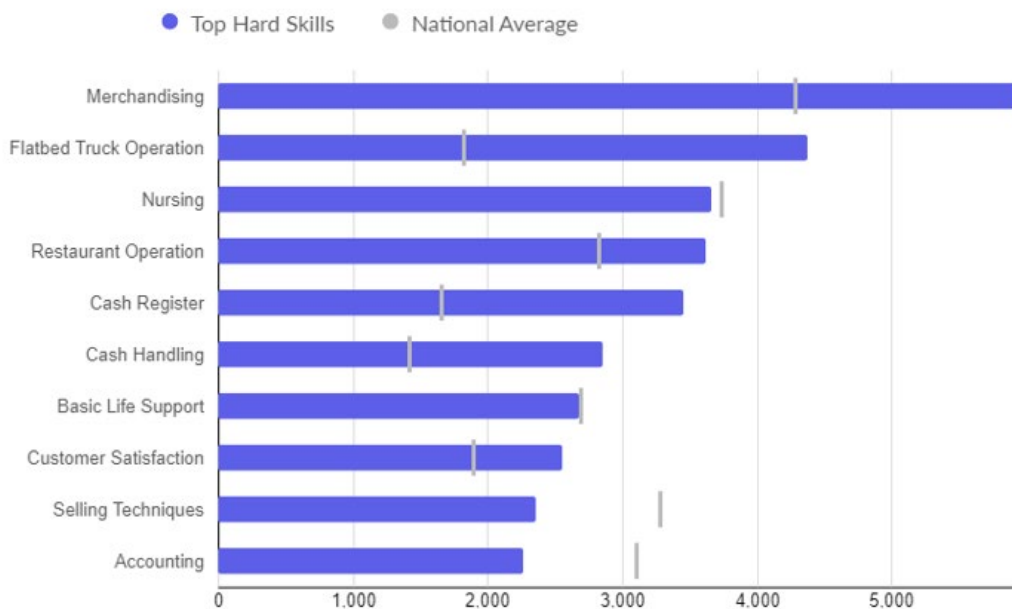
41-2031	Retail Salespersons	2,362	2,547	185	\$11.02	No formal educational credential	Short-term on-the-job training
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	1,902	2,153	251	\$8.61	No formal educational credential	Short-term on-the-job training
53-7062	Laborers and Freight, Stock, and Material Movers, Handlers	1,716	1,861	145	\$12.11	No formal educational credential	Short-term on-the-job training
43-9061	Office Clerks, General	1,694	1,737	43	\$12.25	High school diploma or equivalent	Short-term on-the-job training
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,603	1,576	(27)	\$13.75	High school diploma or equivalent	Short-term on-the-job training
11-1021	General and Operations Managers	1,434	1,531	97	\$35.08	Bachelor's degree	None
43-3031	Bookkeeping, Accounting, and Auditing Clerks	1,373	1,364	-9	\$16.85	Some college, no degree	Moderate term on-the-job training
35-3031	Waiters and Waitresses	1,350	1,416	66	\$8.88	No formal educational credential	Short-term on-the-job training
43-4051	Customer Service Representatives	1,334	1,372	38	\$12.89	High school diploma or equivalent	Short-term on-the-job training

Source: *Emsi-economicmodeling.com* - 2020

It will be essential for the local area and region to continue to create close partnerships with educational providers and seek out business input as it relates to occupations. For entry-level positions, there are challenges associated with background checks, drug testing, and lack of talent in some rural communities. The local area

will look to find ways to better inform employers about bonding possibilities, internal career pathways development, and work-based learning programs to try to create more opportunities for employers to hire and retain the workforce they need in the short- and long-term. As show in the figure below, the top hard skills in demand for the are Merchandising, Flatbed Truck Operation, Nursing, Restaurant Operation, Cash Register/Handling.

Northeast WDA Top Hard Skills



Source: Emsi-economicmodeling.com – 2020

The NEWDB has outlined several strategies to help alleviate the skills gap that is becoming more apparent between the need for higher educational attainment levels and the lack of an available workforce that has those credentials. The NEWDB will work to improve access to postsecondary credentials by:

- Promoting in-demand careers;
- Developing career pathways that clearly lead to postsecondary credentials;
- Aligning education and credentialing with occupational requirements;
- Expanding work-based learning opportunities to include Registered Apprenticeships; and
- Enhance access to available services across the regional workforce partners.

A recognized postsecondary credential includes both educationally awarded credentials as well as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, or a license recognized by the state or federal government.

5. Based on the regional plan’s data analysis, describe the local area’s key workforce development issues and possible solutions to be implemented within the local area.

Key Workforce Development Issues	Possible Solutions
Lack of skilled workers	<ul style="list-style-type: none"> ● Increase programs and outreach related to second-chance programs. This includes information related to bonding and background checks. ● Develop collaborative reentry programs to build

	<p>pathways to work and supportive services for individuals returning from incarceration. Potentially pursue federal discretionary grants related to reentry.</p> <ul style="list-style-type: none"> ● Focus on career pathway development in all areas related to training and emphasize the importance of skill development to employers for incumbent workers to meet higher-skilled positions and retain talent.
<i>Lack of business and job seeker awareness of regional resources for workforce development</i>	<ul style="list-style-type: none"> ● Be more active and intentional in the use of social media and make more resources available on our web pages. ● Collaborate with educational, economic development, and other workforce development programs to cross-promote programming. ● Utilize job fairs to build better relationships with businesses in the region.
<i>Lack of sector specialization and specific skills needed by employers</i>	<ul style="list-style-type: none"> ● Find ways to be more actively involved in educational advisory groups. ● Seek out business input through listening sessions to identify skills needed now and in the future. ● Work with high schools to support the development of career pathways projects and career/technical education efforts.
<i>Lack of necessary supportive services, especially around Transportation, Childcare, and Mental Health Services. For some job seekers who were previously incarcerated, this list may be even longer and include housing and other supports.</i>	<ul style="list-style-type: none"> ● Build coalitions between the two workforce development boards to study and respond to these issues. ● Leverage resources across workforce programs (and potentially education, social services, and economic development programs) as allowed by the law to coordinate efforts to meet these demands. ● Pursue additional grants or foundational resources to support these efforts. ● Utilize the asset maps to help match individuals with the services they need.

C. 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.

Bartlesville Adult Learning Center	Adult Literacy and GED Preparation
Union Adult Learning Center	Adult Literacy and GED and English as a Second Language Classes

NEO A&M Adult Learning Center	Adult Literacy and GED and English as a Second Language Classes
Title V: National Indian Council on Aging	Employment and training services
Oklahoma Department of Human Services	Supplemental Nutrition Assistance Program, Child Care, Temporary Assistance for Needy Families, Low-income Energy Assistance Program, state sponsored health care, Women, Infant, Children program as well as school and lunch programs.
Oklahoma Department of Rehabilitative Services	Vocational Rehabilitation programs: Supportive Services, Career Exploration and coaching, pre-employment assistance, soft skills training, follow-up services, job skills training
Oklahoma Employment Security Commission	Oklahoma's Labor Exchange, Trade Adjustment Act, Work Opportunity Tax Credit, Job Fairs and Hiring Events, Federal Bonding and Migrant Seasonal Farmworkers programs.
ORO Development Corporation	Job Placement and Job Training programs that assist with Tuition, job related supportive services, and follow-up services
Cherokee Nation Career Services	Work-based learning, classroom training, rehabilitation, supportive services and economic development, reentry programs and support
Rogers State University	Post-secondary education and continuing education
Tulsa Job Corps Center	Academic and vocational training in 7 specific trades, independent living, employability skills, and social skills.

- 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. Identify the workforce system partners who are physically co-located in those centers.

Oklahoma Works Bartlesville (Comprehensive)

210 NE Washington Blvd.
 Bartlesville, OK 74006
 Telephone: (918) 332-4800
 Fax: (918) 333-3610

- Title 1
- OESC
- DRS
- *ODVA (2x/wk)
- *ABE (3x/wk starting July)
- *Present in center but only on p/t basis

Oklahoma Works Claremore

23205 S. HWY 66
 Claremore, OK 74018-1352
 Telephone: Phone: (918) 342-0370

- Title 1 (co-located in Cherokee Nation)

Oklahoma Works Miami

121 N. Main

Miami, OK 74354

Telephone: (918) 542-5561

Fax: (918) 542-7505

- WIOA Title 1
 - OESC
 - ORO- MSFW
 - SCSEP
 - OSO/WSC (NEWDB)
 - *ODVA (2x/wk)
- *Present in center but only on p/t basis

Oklahoma Works Pryor

403 E Graham Avenue

Pryor, OK 74361

Telephone: (918) 825-2582

Fax: (918) 825-6494

- WIOA Title 1
 - OESC
 - Job Corps
 - *ODVA (2x/wk)
 - *ABE
- *Present in center but only on p/t basis

C. Describe the roles and resource contributions of each of the one-stop partners.

Please include the completed Job Seeker and Business Services service matrices.

Bartlesville Adult Learning Center	Adult Literacy and GED Preparation for customers 16+. Programs include Reading, Language, Math, Science and Social Studies in order meet the requirements for a High School Equivalency, post-secondary entrance exam preparation, and improvement in literacy or math skills for customers that already possess the HSE or HS Diploma. On site services provided in the Bartlesville American Job Center.
Union Adult Learning Center	Adult Literacy and GED Preparation for customers 16+. Programs include GED/HiSet preparation classes and English as a Second Language Class. On site services provided in the Pryor American Job Center and at Rogers State University.
NEO A&M Adult Learning Center	Classes for preparation to obtain high school equivalency (HSE) credential via GED or HiSET tests. English as a Second Language classes for students seeking to improve English speaking skills.
Title V: National Indian Council on Aging	Employment and training services for low-income individuals that are 55 and older with barriers to employment and who are American Indians.
Oklahoma Department of Human Services	Agency designed to help low-income individuals receive support in the way of Supplemental Nutrition Assistance Program, Child Care, Temporary Assistance for Needy Families, Low-income Energy Assistance Program, state sponsored health care,

	Women, Infant, Children program as well as school and lunch programs.
Oklahoma Department of Rehabilitative Services	Vocational Rehabilitation programs that are designed for customers who have substantial barriers that require additional assistance to be introduced or re-enter the workforce. Programs expand opportunities for employment and economic self-sufficiency. Staff co-located at the Bartlesville American Job Center.
Oklahoma Employment Security Commission	Programs designed to enhance Oklahoma's economy by matching jobs and workers to increase the efficiency of local labor markets and communities, provide unemployment compensation to support unemployed workers, and run Oklahoma's Labor Exchange. Employer services include assistance with the Trade Adjustment Act, Work Opportunity Tax Credit, Job Fairs and Hiring Events, Federal Bonding and Migrant Seasonal Farmworkers programs. OESC staff are co-located at the Pryor, Bartlesville and Miami American Job Centers providing Wagner Peyser services.
ORO Development Corporation	Job Placement and Job Training programs that assist with Tuition, job related supportive services, and follow-up services for customers that have worked in the agricultural field for 12 consecutive months in the two years prior. Staff is co-located in the Miami American Job Center.
Cherokee Nation Career Services	Programs that encompass work-based learning, classroom training, rehabilitation, supportive services and economic development for Cherokee citizens. Additional Career Services include Reentry program designed to provide specific support for barrier to employment for those with a justice-involved background.
Rogers State University	Post-secondary education and continuing education, including associate degrees, baccalaureate degrees, masters degrees, and certificates.
Tulsa Job Corps Center	Provides academic and vocational training including basic reading and math skills. Additional courses in independent living, employability skills, and social skills for those aged 16-24 years along with 7 trades offered on site: Certified Nursing Assistant, Carpentry, Culinary, Building Construction Technology, Pharmacy Technician, Homeland Security, and Security. Staff is co-located in the Pryor American Job Center.

Please find the matrices included as an attachment.

2. 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.

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

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

<p>Adult Education/Literacy/Secondary and Post-Secondary Education</p>	<p>ABE Providers: Union Public Schools, Bartlesville Public Schools, NEO Adult Learning</p>	<p>Type of Activity: ABE Educational classes</p>	<p>Availability: M-F 8:00am-8:00pm. Saturday times available</p>
<p>Oklahoma Department of Human Services TANF/ SNAP</p>		<p>Type of Activity: Provide the family supports through: cash assistance, SNAP, Medicaid, employment training/education, career exploration, and employment retention for TANF families.</p>	<p>Availability: M-F 8:00am-5:00pm</p>
<p>Oklahoma Department of Rehabilitation Services</p>		<p>Type of Activity: OK DRS provides services to persons with disabilities which are significant impediments to employment for the purpose of employment. DRS is mandated to invest at least 15% of budget to services for transition age youth. DRS has active high school “transition from school to work” contracts with local high schools throughout the seven county NE workforce area.</p>	<p>Availability: M-F 8:00am-5:00pm</p>
<p>Oklahoma Employment Security Commission</p>		<p>Type of Activity: The Customer Service Division-Reemployment Services maintains a statewide labor exchange between employers and job-seeking individuals as established by the Wagner-Peyser Act of 1933. Assistance may be provided to individuals in the form of referral to jobs, training assistance, referral to supportive services, or job development. A Veterans Division provides service to Oklahoma veterans through Veterans Representatives located in the local office and outstationed at key service delivery points across the state. An employer's labor needs are met and satisfied</p>	<p>Availability M-F 8:00am-5:00pm</p>

		<p>through the selection and referral of qualified workers.</p> <p>OESC maintains the Unemployment Insurance Program, under Reemployment Service, Support and Compliance Division, to pay unemployment benefits to qualified unemployed wage earners. OESC makes rigorous efforts to locate suitable employment opportunities and /or provide reemployment assistance so those individuals receiving unemployment benefits may reenter the workforce as quickly as possible. The Unemployment Insurance Division maintains the Unemployment Insurance program which was established through the Social Security Act of 1935. Unemployment benefits are paid as a weekly sum to qualified unemployed wage earners covered under the law. Funds for payment of these benefits are provided through a state tax paid by employers.</p> <p>The Economic Research and Analysis Division is responsible for collecting, analyzing and disseminating a wide array of socio-economic data. The Division maintains the Bureau of Labor Statistic (BLS) programs such as Current Employment Statistics (CES), Occupational Employment Statistics (OES) and Local Area Unemployment Statistics (LAUS). In addition to these programs, this Division also maintains a number of other Labor Market Information (LMI) programs such as the</p>	
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		Occupational Wage Survey Reports, Occupational Projections and the Oklahoma Labor Market Review. These products and services are requested by a diverse group of customers who need or desire to track the economic health of the state of Oklahoma and its local areas.	
Title 1 Adult, DLW and Youth		Type of Activity: OST, Work Experience, On-the-Job Training, Job Skills Workshop, Apprenticeship, Job Shadowing, Internships, Soft Skills Enhancement, Mock Interviews, Resume Assistance, Supportive Services, Labor Market Information, Career Planning and Counseling, and follow-up Services.	Availability: M-F 8:00am-5:00pm. All of the services are available in four Oklahoma Works offices in the NE area.
Cherokee Nation Career Services		Type of Activity: Career Services provides tribal citizens with employment training opportunities and job assistance. The department also helps bring industry into northeastern, Oklahoma by offering recruiting fairs and employee training. Career Services also oversees many vital programs for the tribe, such as the TERO office, Summer Youth Employment Program, Job Corps, Adult Education Program, vocational training, Reentry program and more.	Availability: M-F 8:00am-5:00pm

		<p>Career Services offers several in-house training programs, as well as, assistance to those who are enrolled in vocational training or associate of Applied Arts or Applied Science degree programs. In addition to programs for the general public, there are also programs specific to housing residents, individuals with disabilities, and youth.</p>	
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b. Provide an explanation of how the local board addresses local rapid response activities.

Rapid Response Activities

Rapid response services and activities, which encompass strategies necessary to plan for and respond to the needs of employers and affected workers, and must be delivered as quickly as possible when one or more of the following circumstances occur:

- Announcement or notification of a permanent closure, regardless of the number of workers affected;
- Announcement or notification of a mass layoff that meets at least one of the following conditions:
 - Affecting 50 or more workers; or
 - When a Worker Adjustment and Retraining Notification (WARN) Act notice has been filed, regardless of the number of workers affected by the layoff announced;
 - A mass job dislocation resulting from a natural or other disaster; or
 - The filing of a Trade Adjustment Assistance (TAA) petition.

In the northeast area, Rapid Response services and activities may be delivered to any employer that faces a substantial layoff of workers regardless of size of employer. Many services, from are available through Oklahoma Works/American Job Centers (OWAJC), from resume and interview workshops, career counseling, and job search to re-skilling, skills upgrading, and job training.

The Northeast Workforce Development Board Business Services Consultant (BSC) will contact affected employers within 48 hours of WARN or Non-WARN notification from the State Rapid Response Coordinator. The BSC will coordinate with Core and related rapid response/workforce development partners to schedule a planning meeting, orientations, and any other services requested by the affected employer and employees at times and dates convenient to them.

As the Northeast Workforce Development Board’s point of contact (POC) the BSC is responsible for:

- Schedule a meeting with the affected employer to discuss needs and service, and schedule the rapid response workshop, including:
 - Layoff plans and timeline of the employer;
 - Background and probable assistance needs of the affected workers;
 - Reemployment prospects for work; and
 - Available resources to meet the short and long-term assistance needs of the affected workers.

- Schedule planning meeting with rapid response partners
 - Identify which partners need to present information at each rapid response event
 - Develop session agenda and schedule speakers
 - Note: Rapid response events typically last 1.5 to 2 hours
 - Important for agenda to list minutes allocated to each presenter!!!!
 - Ensure handouts are available for each participant (e.g. Rapid Response Handbook, sign-in sheets, survey)
- Schedule and conduct orientation(s), as necessary and have attendees complete sign-in sheets
 - Ensure attendees sign-in at each session
 - Collect sign-in sheets at the end of the session
- Provide and collect information on interest in re-employment services available through WIOA programs and partner services
 - Collect service need surveys at the end of each session
- Explain available services and programs to ensure the best available services are provided to the Dislocated Workers through the OWAJC and other partner services
 - Collect evaluation surveys at the end of each session
- Collect all information and sign-in sheets for future use and scheduling of one-on-one or group Intake/Eligibility sessions for WIOA services.
- Send sign-in sheets and need surveys to the appropriate service providers
- Submit sign-in sheets and surveys to State Rapid Response Coordinator.

The NEWDB and Partner Rapid Response team will provide information and access to unemployment compensation benefits and programs, comprehensive one-stop delivery system services, available career and training activities, as well as information on the Trade Adjustment Act (TAA) program and other resources as needed.

Rapid Response Workshops

Oklahoma’s Rapid Response handbook, Tools and Resources for Transitioning to Your Next Job (<http://oklahomaworks.gov/rapidresponse/>) is provided to all workshop participants. Workshops and printed materials are available in English and Spanish. Other accommodations, for example, sign language interpreters for hearing impaired employees, are provided as needed. At a minimum, rapid response representatives must include the following:

- NEWDB BSC and Workforce Systems Coordinator
- NEWDB Title I Service Provider
- Oklahoma Employment Security Commission (UI, TAA, other)
- Oklahoma State Insurance Department
- Training and Education Providers
- Other presenters may be added depending on the specific circumstances of the situation.

Each presenter is provided with the handout – “Speaker Tips and Guidelines.” The handout helps assure a standard of quality in each workshop. Job fairs are held in conjunction with Rapid Response workshops when possible and feasible.

- C. 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.

Coordination of service delivery begins with thriving partnerships and meaningful communication. Partners are encouraged to attend monthly Core Partner Meetings hosted by the One Stop Operator or designee. All system and Community Based Organization (CBO) partners are also encouraged to attend New Day New Way cross trainings. These conversations create opportunity to coordinate and leverage

resources for the customers served by all partners within the workforce system and help avoid duplication of services.

NEWDB takes a wholistic approach toward providing services to WIOA participants. NEWDB case managers, through the Service Provider coordinate services with appropriate school counselors, instructors, academic advisors, and/or financial-aid entities. Collaboration with these entities, in conjunction and with the participant lead to more well-rounded service delivery and better strategic results. When suitable, staff consider feedback from these partners in the creation or advancement of a participant's IEP/ISS. Case managers leverage relationships with partner agencies to assist in removing barriers that impede participants from achieving their educational goals.

NEWDB includes educational partners in the provision of services to participants, leveraging their existing expertise. Collaborations includes, but is not limited to: career fairs, mock interviews, and workshops to prepare students for education or employment. NEWDB Title I staff conduct outreach to at-risk youth in the school systems to encourage drop-out prevention and provide services leading to training and/or employment.

NEWDB has, and will continue to, leverage educational entities to address the training needs of business. NEWDB's Business Services Team coordinates with training providers, such as Career Techs, to address deficiencies in training offerings, and to create training opportunities that are identified as in demand from business partners.

The NEWDB uses the Elevate Young Adult Summit to help enhance services available to vulnerable young adult populations. The summit is a one-day event designed to expose young adults to careers and occupations in high growth, high wage industries. The event is designed to impact attendees as they are considering their future. The NEWDB invites a key note speaker to facilitate the event and launch the day through an engaging, meaningful presentation that invites attendees to consider their future. The afternoon sessions include opportunities for young adults to engage with business to learn more about occupations and career pathways. The NEWDB invites partners who serve vulnerable young adult populations to participate. Past participation from partners includes Thunderbird Youth Academy, Department of Rahab Services, Cherokee Nation and Title 1 Youth programs. Business partners have the opportunity to connect one-on-one with the event attendees, ages 16-24. This event allows businesses to engage with young adults who are considering their future and presents businesses with a venue to impact the emerging workforce. Business partners play a key role in the Elevate event by presenting valuable information and resources to the upcoming workforce generation.

The NEWDB will continue to foster relationships with school counselors to provide knowledge of workforce system programs and to ensure coordination between education and workforce development. The Youth Committee current membership includes two high school guidance counselors, an ABE provider, Job Corps, Career Tech and business and industry leaders. Through these strategic conversations the NEWDB is working to ensure alignment of services that will be of value to young adults in WIOA Title 1 programs.

- d. 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 Northeast Workforce Development Board has worked collaboratively with partners to provide maximum coordination for service delivery in the Northeast WDA. Through the services strategies identified in the MOU, through partner meeting such as New Day New Way and Stand Up, the area is able

to maximize the services available to shared customers. These service strategies provided within the Northeast WDA allows a robust menu of services available to all customers.

As there are differences in eligibility and services between the four Titles, services that are delivered within the American Job Centers are entered into the state MIS, Oklahoma Job Match, which is viewable by all staff members. Alongside the MIS, each American Job Center in the Northeast WDA have open and meaningful communication within the office and provide a warm hand-off of shared customers in order to coordinate services without duplication. This open communication and integrated approach have created a streamlined delivery to providing workforce services amongst the core partners. This delivery method that is matched with continued cross-training, has developed a nimble and fluid workforce system in the Northeast WDA. These efficiencies, and their processes, are an open discussion point in the monthly Core Partner calls that are hosted by the local One Stop Operator, in order to continue improvement in the local service delivery methods. These cross-trainings and continued discussions amongst the core partners create a shared knowledge base within the delivery system that produces multiple entry points for customers who enter the American Job Center System.

- e. 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 vision of the NEWDB is to work with Title I and Title II providers to create a space where all participants enrolling in Title II services meet with a Title I case manager within their first two weeks of enrollment. Similarly, using warm hand offs, all WIOA Title I participants who do not have a High School Diploma or equivalent, are referred to Title II partners. When possible, Title I participants who are determined to be basic skills deficient are referred to Title II for remediation. Our goal is to work with Title II to create, implement, and utilize a standardized referral process to track referrals amongst core partners. Title I staff regularly present at Title II classes in order to facilitate knowledge across programs.

Shared knowledge of services and shared strategy development for implementation and coordination of Workforce System activities occur during the monthly Core Partner Call hosted by the One Stop Operator. All Title 1 staff are required to participate in weekly Stand-Up meetings so they can be exposed to resources, information and cross training that will equip them in their role in serving customers. NEWDB is looking for the opportunity to develop video orientations that will be utilized by all Core Partners that includes an overview of all system services.

Training provided by the OSO is available to outline services provided by each partner agency. The provision of training will better facilitate system knowledge and encourage referrals.

The NEWDB also uses New Day New Way meetings to coordinate services strategies among partners.

In NEWDB's service area, currently Title II services are offered at:

- Rogers State University
- Pryor American Job Center
- Owasso Ram Academy
- Bartlesville American Job Center
- NEO A&M Miami campus
- NEO A&M Grove campus
- Vinita High School
- CAAIR Facility, Jay (not open to the public)

- Tribal locations, such as the Cherokee Nation facilities in Pryor and Claremore
- Bartlesville High School
- Bartlesville American job Center
- Jane Phillips Elementary School
- Tri-County Technology Center

NEWDB continues to look for innovative ways to provide services to customers shared between Title I and Title II; including the implementation of “Career Pathways for ABE Learners”. Though it was impacted by COVID, the NEWDB has launched a pilot program for ABE learners to expose them to career pathways in the state’s critical and local demand occupations. WIOA Title 1 staff will be on-site at ABE Center at Northeastern Oklahoma A&M College in Miami to provide learners with career pathways information and resources.

A similar partnership with Union Public School, who provides ABE services for the Pryor and Claremore locations, is providing their online GED clients the opportunity to be introduced to Title I staff through their virtual orientation. This orientation session is required for all ABE clients to enroll in the GED preparation course and provides our WIOA team an opportunity to introduce Title I services as part of their GED enrollment process. The orientations are being provided as both live (through scheduled zoom calls) and recorded sessions that are available to the students at their convenience. Title I staff are committed to providing these types of virtual outreach at various times during the ABE terms to afford clients access to Title I service staff on an on-going basis.

The goal is to expand the program to all ABE learning sites in the NEWDB area, resulting in participants who are co-enrolled across programs. This vision provides ABE learners with viable options in high growth, high wage occupations and puts them on the path to self-sufficiency.

The Northeast Workforce Development Board will assess each application impacting the local area and perform the following:

1. Determine if the applicant services align with the strategy and goals of the local workforce development area plan.
2. Provide feedback and recommendations to the eligible applicant(s) on how their services can be in alignment with your local plan.

The NEWDB will appoint a committee to review the applications submitted under Title II. Reviewers from the NEWDB will not include anyone who has a conflict of interest with the applicant(s).

- f. 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.

NEWDB’s services to youth begin with the provision of Title I’s Youth 14 elements. Some of the following resources are leveraged to provide the 14 elements: when possible, Adult Ed partners are leveraged for the provision of Tutoring, Drop Out prevention, and drop out recovery services. WIOA Title I, DRS, and Cherokee Nation partners are leveraged for funding sources for paid/unpaid work experience activities; while all partners are considered for worksites for Work Based Learning opportunities.

Career Pathways, Financial Literacy and Soft Skills development are available throughout the local area via Oklahoma Works American Centers, Career Tech Centers, Public Schools, Native American, and various other agencies. Mentoring programs such as The Leader in Me, MAIP Youth Marketing Team, and MAIP STEM Labs, are specialized programs which have been in the local news headlines and are each supported by the NEWDB and system partners. The Leader in Me is a leadership development curriculum

utilized in several locations in the local area and begins in third grade and progresses through secondary and post-secondary years. The MAIP Youth Marketing Team is a mentorship with leadership development in marketing and recruitment, entrepreneurship and business development, STEM, and Manufacturing. The MAIP STEM Lab is aimed at middle school and early high school students, leverages a technology-rich curriculum (featuring subjects such as Automation and Robotics and Design and Modeling) to cultivate critical thinking, creative reasoning, problem-solving skills and teamwork collaboration. The NEWDB Service Provider's Dynamic Futures program includes imbedded mentoring programs for youth.

Additionally, the northeast workforce system focuses on Work Based Learning (WBL) opportunities through pre-apprenticeships, OJTs, Work Experience, Occupational Skills Training, supportive and follow up services. The NEWDB budget includes a substantial spending amount on WBL activities for Youth participants. NEWDB leverages system partners for both participant referrals and for worksites for WBL activities. These WBL are instrumental in providing Youth with the opportunity to explore different occupations and career pathways while establishing soft and hard skills as well as receiving mentoring from adults invested in their success. WBL opportunities are excellent stepping stones for youth. Title I partner with DRS to ensure accommodations are provided for any individuals with disabilities needing accommodations. This includes but is not limited to a job coach, large print materials, hearing amplifiers, desk aides, etc. We often work in collaboration with our DRS partners through referrals and braided funds.

NEWDB partners with local high schools, alternative schools, career techs, and area Job Corps to establish a platform where students are able to complete a WBL activity while completing secondary school with the added incentive of earning a post-secondary credential after completion.

Out of School Youth

NEWDB continues to place a majority of its system youth enrollments and expenditures in Out-of-School Youth (OSY) categories. Development of system partnerships that prioritize at-risk OSY's for services and expenditures remains a high priority focus for NEWDB. NEWDB will leverage existing and create new partnerships to develop pipelines for recruitment of OSY and be a conduit for those participants to receive services. NEWDB's Title I service delivery strategy for OSY places a high emphasis on developing WBL opportunities along a career pathway.

Elevate Young Adult Summit

The Elevate Northeast Youth Summit was designed to inform and educate youth about careers and educational pathways through an informative, motivating and entertaining format and has become a yearly event since the original summit in 2009, with the exception of 2000 and 2001, due to COVID. Elevate supports the Governor's Council for Economic and Workforce Development vision for young adults by providing young adults with resources to connect them to high demand, high growth, wealth-generating careers. The NEWDB collaborates to coordinate the annual event in partnership with local businesses and organizations. Partners include: MAIP, OESC, Title 1 contractor, Rogers State University, Northeast Tech Center, Cherokee Nation Career Services, Pryor High School, Thunderbird Youth Academy, Job Corp, DRS, DHS and as well as numerous businesses in northeast Oklahoma. While Elevate was cancelled for PY 19 and PY 20 due to COVID, NEWDB expects to facilitate its return as soon as it is safe to do so.

Youth Occupational Skills Training

While the majority of NEWDB's expenditures are geared toward WBL activities; NEWDB's system enrollments continue to provide support to youth participants across multiple pipelines for Occupational Skills Trainings. Youth training needs and available resources are determined in collaboration with core partners to identify the most appropriate pathways to meet participants' training needs. Participants

with co-enrollments will be regularly staffed by vested parties to ensure that all needs are met and that there is a team approach to assisting participants in meeting their training goals.

Youth with Disabilities

The local partnership between OK DRS and the system partners in the northeast area is robust and streamlined. DRS offers a comprehensive system of staff development which requires counselors to be trained, minimally, at the Masters Level in Vocational Rehabilitation or Psychological Counseling. The NEWDB leans on the expertise of DRS to provide counseling and guidance, job placement, and employment services to Oklahomans with disabilities. NEWDB, when possible, will utilize common assessments provided by DRS to its participants, removing a potential barrier to entry for other core partner services. Through the partnership with DRS, other services may also be provided to assist individuals with disabilities to compensate for, correct, or prevent disability-based barriers to employment. DRS provides transition from school to work services available for high school students ages 16 and above. DRS contracts with local schools to provide transition services to youth with significant disabilities that are a barrier to their employability. These services normally involve school work study, but may also include work site learning, employer work study, vocational evaluation, and basic job readiness training. Within 2 weeks of enrollment, NEWDB's DRS partners will refer eligible Out-of-School youth enrolled into DRS services to WIOA Title I and other required partners to offer participants the full scale of available services. DRS, Title I, and other vested partners' case managers will work collaboratively with co-enrolled participants as part of a service provision team; leading to more successful outcomes. DRS will collaborate with NEWDB to create, implement, and utilize a standardized referral process to track referrals amongst core partners.

In the past, the NEWDB has partnered with Able Tech to provide workforce system partners cross training on accessibility compliance. Additionally, accommodations are made to assist in the development of ISS and provide services necessary to transition youth with disabilities into work experience and training programs.

NEWDB's EO officer and OSO provides regular training resources for system staff on accessibility. When prudent, the EO officer will seek assistance from and collaboration with DRS to ensure that system staff are provided with the most current and beneficial training resources.

At Risk Youth Populations

Emphasis is placed on assisting at-risk youth to successfully transition into the workplace or training with job readiness and academic success. At-risk youth are a target group in the Northeast area and includes, among other barriers, high school dropouts, justice involved and foster care or aged-out of foster care. NEWDB's emphasis on at-risk populations is reflected through the performance standards established in the contract with our Title I Service Provider. All 14 WIOA Youth Elements are available for at-risk youth. When necessary, supportive services are provided to assist with the costs associated with testing. Employability skills are developed with work experience, customized workshops, mentoring and counseling. The NEWDB coordinates with all core partners to ensure two-way referrals are made, as appropriate, that will create pathways for success for all youth. The One Stop Operator provides regular training to system staff to ensure staff are knowledgeable of resources available to at-risk youth as well as identify and share potential opportunities for outreach.

While limited in capacity to provide services to In-School Youth (ISY) with WIOA funds; NEWDB will, when suitable, support youth who are at risk of disconnecting from the school system, in partnership with NEWDB's K-12 partners and post-secondary partners. Youth who have disconnected from the educational system are provided supports to encourage reengagement and successful completion of educational pathway goals. Youth dropouts are provided goals to support the completion of the GED or other high school equivalency (HSE) programs. GED classes and tutoring are available from our partners throughout

the Northeast area, to assist participants in obtaining their High School equivalencies which will lead to future successes.

Improved flexibility of state and local funding to best meet the needs of job seekers and businesses

The current aging workforce may lead to gaps in core industries that do not have sufficient manpower to replace retiring workers. To address this issue the NEWDB will focus on innovative strategies to address barriers facing at-risk youth on an individualized basis and encourage innovative strategies to address student retention, such as concurrent enrollment, work-based learning opportunities, occupational training, or pre-apprenticeship to apprenticeship programs that will keep students engaged in school through graduation. NEWDB will leverage expertise of partners and work as a team with partners to ensure the wide breadth of services are made available to youth participants.

Dynamic Futures

NEWDB leverages partner relationships to provide an array of services to youth participants. Services are provided to participants in a manner that reflects their individual needs and supports participants along their career pathways. The Title I Service Provider has a strong history of providing Title I WIOA youth services utilizing their model which begins with Dynamic Futures. This service provision model includes changes that better serve Youth, increasing opportunities for Youth participation whether they can be physically present in a large group or need to participate virtually because of COVID-19 restrictions or other access barriers.

This model also includes 12 Seminars for Sustainable Success for youth who have exited the program. The Seminars include the things that may come up for youth after achieving employment, such as new goals inspired by work experience, managing conflicts at work professionally, how to approach conversations about opportunities for growth in their field, and reflection activities to elicit insight and empowerment in how far they have come and how far they can continue to go!

Title I enrolled youth participants may be eligible for incentives upon completion of Dynamic Futures. Title I staff are coached on how to elicit interest in the 14 elements by continuing to not only assess need but encourage options for growth identified in conversation when following up for general check ins with youth using motivational interviewing techniques. Youth are provided incentives for achievement of goals both during active participation and follow-up.

3. 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.

NEWDB recently approved a revision to the Priority of Service policy that expands access to WIOA Title I services to include a wide variety of potential participants with barriers in priority categories. This expansion of priority services will lead to increased enrollments of individuals who have significant barriers to employment or training success receiving Title I individualized services.

The NEWDB will leverage existing MOUs to expand the reach of services in the NEWDB service area to enhance opportunities for WBL sites, in-bound referrals to access Workforce system services, training opportunities for staff, and provide resource from the CBO's to Workforce System clients.

Access to the variety of services available begins with a shared knowledge of the service available amongst the front-line staff at each core partner. To this end, NEWDB leverages the OSO to provide: partner meetings meant

to engage and teach front-line staff about the system and system available services; cross-training opportunities for each partner to develop and enhanced knowledge base, and facility tours that introduce front-line staff to their peers at other entities.

The NEWDB Business Services Team works to identify businesses that will engage and provide support to system participants in order to be a landing spaces for mentorships, Job Shadows, Work Experiences, and On-the-Job Training and Registered Apprenticeship opportunities. NEWDB core partners and the NEWDB business services collaborate with employers to create opportunities for all workforce job seeker customers.

NEWDB also seeks to coordinate with system partners, such as Northeast Tech and Tri County Tech, to develop training and training pathways that lead to stackable credentials that align with Oklahoma’s Critical Occupations list. NEWDB seeks support and assistance from core partners to provide wraparound support for co-enrolled participants.

NEWDB works collaboratively with partners to assist in providing transportation assistance, as well as other supportive services to individuals who have barriers to employment. Existing resources such as Pelivan are utilized to provide transportation in the rural counties of Northeast Oklahoma.

Adult Education/Literacy/Secondary and Post-Secondary Education

The NEWDB is working diligently to align the connections between secondary education, adult education and postsecondary education to strengthen the workforce in northeast Oklahoma. This alignment is included in the discussions among workforce system partners through conversations at gatherings such as New Day New Way and the Youth Committee. The NE area is fortunate to have representatives from secondary, post-secondary and adult education who are active in these conversations. We recognize there is work needed but the efforts are underway and the system partners are committed to the process. A strong emphasis is being placed on ensuring that adult education and skills development, including Career Pathways, supports the achievement of diplomas and credentials in high wage, high growth occupations.

Wagner Peyser/OESC

The NEWDB collaborates with OESC to provide job seekers with on ramps to employment opportunities. In conjunction with our business service team, we lean on our partners at OESC to provide a variety of employment related services such as: labor exchange information, job referral, and placement assistance for job seekers, [re-employment services](#), [unemployment insurance](#), and recruitment services to employers with job openings. OESC services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery.

Title 1 - One Stop Operator

The One Stop Operator is responsible for managing of the workforce system in Northeast Oklahoma. In this role, the Operator identifies issues that need to be addressed regarding service delivery. The Operator works with all partners, including those located in the Oklahoma Works American Job Centers to form solutions. Workforce services are integrated into the framework of the workforce delivery system and are provided through partner agencies under other funding resources. Staff and funding for these services is provided by system partners with oversight by the Operator. The Operator is responsible for ensuring seamless service delivery from all partners.

Title 1 – Adult, DLW and Youth

The Title 1 contractor provides integrated services to Adult and Dislocated Worker and Youth Programs. Most of the efforts provided by the Title 1 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.

Oklahoma Department of Rehabilitation Services

The NEWDB collaborates with our core partners at DRS to ensure that individuals with disabilities are provided support and resources needed to secure training, education and employment. DRS is co-located in some of the Oklahoma Works Job Centers in the northeast area, which brings added value to mutual customers.

In addition to opportunities outlined above, The NEWDB expands access to employment, education, training, and supportive services through the following efforts:

Job Fairs and Hiring Events

The NEWDB understands the importance of creating a seamless menu of services for regional employers. NEWDB, along with core partners, strives to provide businesses with numerous options designed to meet their individual needs, including: industry-specific job fairs, hiring events, skills-based hiring offerings, and educating employers about how to reach into untapped talent populations.

Social Media Usage

The NEWDB utilizes social media to expand the Workforce System offerings to participants, CBOs, and business partners.

Internships, Registered Apprenticeships, Work Based Learning, and Career Pathways

Work Based Learning (WBL), including paid work experience, internships, transitional employment and on-the-job training opportunities, provides job seekers the kind of hands-on preparation that leads to permanent, fulltime, unsubsidized employment. Traditional job development and advocacy are used to develop opportunities to activate marginalized/overlooked labor pools.

Community Resource Fairs

NEWDB supports community resource fairs hosted by NEWDB business, partners, and CBOs. NEWDB provides resources, when appropriate, to support the development and execution of these events. One example of an existing community offering is the Reboot Rebuild event in Rogers County. The NEWDB is part of the planning committee that coordinates this event. The event provides vulnerable populations with linkage to resources, including employment and education. Reboot Rebuild brings community partners together to provide a viable pathway of success to returning citizens, and others with barriers to employment.

- b. Facilitate the development of career pathways*. Provide a list of the career pathways, and for each include:
 - The phase of development (conceptual, in initial implementation, being sustained, or, expanding);
 - 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;
 - Relevance – Indicate the connection between the demand and the priority(ies) for the region;
 - Strategy – Identify the sector partners and the role of each; ○ Funding – Describe available resources that will support the strategy; ○ 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.

In addition to existing career pathways in healthcare, manufacturing, and transportation/distribution, the NEWDB seeks to expand career pathways for Job Corps students, K-12 students, and Justice-Involved populations through Work-Based Learning opportunities, including Work Experience, On-the-Job Training, and Pre-Apprentice through Registered Apprenticeship pathways.

Career Pathways for Tulsa Job Corps Students

Phase of development: Conceptual

The NEWDB and Workforce System Coordinator convened a meeting with Job Corps staff to discuss the launch of a pilot program for Career Pathways for Job Corps students at the Tulsa Ports. This program design will connect Job Corps students to manufacturing positions at the Port of Catoosa, through Port-Ability training, which is a no-cost training option developed by the Tulsa Ports. Port-Ability combines work-ready skills and basic skills in manufacturing, including OSHA 10 and CPR/First Aide certification. The design of the career pathway will expand the career pathway from Port-Ability training into Work-Based Learning opportunities built in partnership with employers at the Tulsa Ports.

Workforce Demand (need):

The development of the career pathway will provide Job Corps students an opportunity to transition pre-apprentice skills achievements, and build a broader set of demand skills in manufacturing through Work Experience, On-the-Job Training and Registered Apprenticeship.

Relevance:

Through the development of this project, Job Cops students will have access to a viable career pathway leading to certificates and industry recognized credentials leading to sustainable careers in manufacturing.

Strategies- Identify the sector partners and the role of each:

The objective of the project is to expose these learners to viable career pathways in manufacturing and help leverage resources to provide linkage to these opportunities. The NEWDB will work with Job Corps and the Tulsa Ports to connect Job Corps students to Port-Ability training. The NEWDB will work with Northeast Tech staff and business to assess manufacturing skill needs and align training through WBL to open positions with Tulsa Ports businesses. Several businesses have already been identified for Work Experience and OJT opportunities. As Registered Apprenticeship opportunities are developed with Tulsa Ports businesses, the NEWDB will collaborate with all partners to explore ways to award credit for prior learning gains through Job Corps and Port-Ability in order to reduce the hours required for registered apprenticeship technical instruction (minimum 144 classroom hours) and OJT (minimum 2000 hours).

Funding:

Title I – funds for eligible participants in WIOA approved activities

DRS - DRS provides services to individuals with disabilities with significant barriers to employment

Native American Grants – provides funds to Native Americans, and others who may qualify, for training and education.

Unfunded Critical Elements: Not identified at this time

Career Pathways for Reentry/Justice Involved

Phase of development: Conceptual

The NEWDB and Workforce System Coordinator convened a meeting with Cherokee Nation Reentry Program staff and separately, with the area County Probation and Parole staff to discuss a process for connecting justice involved individuals to career services and employment opportunities within the Delaware County area. The design of the career pathway will include the development a wrap-around service assessment to address housing, food, financial, health, mental health and substance abuse. The NEWDB will build on partnerships with the Cherokee

Nation, Grand Lake Mental Health, and local community-based organizations to develop the wrap around service components. In addition, the NEWDB will work with local area employers to build pathways to local demand occupations.

Workforce Demand (need):

The development of the career pathway will provide justice involved populations an opportunity to access career, training and employment services in local demand occupations through Work Experience, On-the-Job Training and Registered Apprenticeship programs. The coordination and development of wrap around services will help individuals address non-employment related needs and barriers to help ensure successful transition from pre-release through employment and case management follow up. Due to reductions in the available labor force as a result of the Pandemic, employers are looking to previously untapped populations to fill much needed vacancies in manufacturing, construction, and other trades occupations.

Relevance:

Through the development of the project, justice-involved youth and adults will have access to a viable career pathway leading to certificates and industry recognized credentials and leading to sustainable careers in area demand occupations.

Strategies- Identify the sector partners and the role of each:

The objective of the project is to bridge the gap between pre-release activities and post-release needs of justice-involved populations through access to training and employment opportunities, and wrap around service linkages. By developing viable career pathways through local employment opportunities and service linkages, the NEWDB can help reduce the potential for recidivism of residence and help fill demand occupations in Northeast Oklahoma. The NEWDB will work with local corrections facilities, and local Probation and Parole officers to better understand the needs of the reentry population in Northeast Oklahoma. Additionally, we will work with the Cherokee Nation Reentry Program to coordinate service and expand opportunities for both tribal and non-tribal citizens. The NEWDB will work with Northeast Tech staff and employers to assess demand occupational skill needs and align training through WBL to open positions with local employers. Through expanded wrap around service partnerships and linkages, the NEWDB will work with Core Partners, Grand Lake Mental Health, Tribal entities, including Cherokee Nation and local community-based organizations to address non-employment related needs, such as housing, health, mental health and substance abuse services.

Funding:

It is unknown at this time the extent to which additional funds will be needed to implement this project. Where service costs beyond Title I funds for WIOA approved activities and services are needed, the NEWDB will need to explore funding options through the Department of Justice, U.S. Department of Labor, and other funding available for the development of the career pathways for justice-involved populations. For individuals who qualify for funding from other sources, such as the Department of Rehabilitative Services (DRS), Cherokee Nation or Grand Lake Mental Health, the NEWDB will develop a referral process for funding access.

Unfunded Critical Elements:

To gain a better understanding of re-entry service provision, the NEWDB will conduct background research into best practices and conduct partner meetings to discuss service needs, provision and referral processes. Where additional training is necessary, the NEWDB will explore training opportunities for case management staff.

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

The Northeast Workforce Development Board has implemented a co-enrollment process into core programs based on the individual and projected need of each job seeker. Utilizing a wraparound service delivery model, the Northeast WDA co-enrolls customers with additional needs outside of the capacity of a single Title. This co-enrollment process is spearheaded by the barriers faced by the customer, the services available by additional core partners, and the need of continuous support for the customer to achieve the goals set by the customer's career path. These braided services have been seen as a way to provide maximum services available to

customers with little impact on the American Job Center System and service delivery. Shared customers provide success and allows for ways to omit a duplication of services within the Northeast WDA.

There is a rich opportunity to engage core partners in developing a referral process. At this time, we've hit a snag in developing a universal referral form for all core partners to utilize. There has been some difficulty in obtaining buy in from all system partners. However, the NEWDB will continue efforts to engage partners in a meaningful and effective referral process. In the interim, the Title 1 service provider is utilizing a referral form and encouraging usage among partners. There would be tremendous benefit of a common statewide MIS fully utilized by all core partners.

- 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).

NEWDB has recently expanded policies that utilize Title I training funds on courses that are intended to be pre-requisite courses for some career pathways. These expanded offerings remove what were identified as barriers to participants continuing through career pathways into training goal completion; especially with healthcare career paths. NEWDB will continue to work with participants, training providers, and system partners to identify and remove barriers to access or success for system participants.

To assist Title I youth participant in achieving their goals, NEWDB's incentive policy provides incentives to be offered upon the completion of multiple, stackable credentials; encouraging long term pathway completions.

Sector partnerships ensure the alignment of training programs and the needs of business. Through these sector partnerships there are enhanced opportunities to map credentials and ensure the availability of programs that are responses to the demands of area business.

The NEWDB is actively engaged in advisory councils with training providers in the area. Through these connections we are able to review existing programs, assess the effectiveness and ensure the pathways for post-secondary credentials.

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

The NEWDB works with industry to develop effective industry sector partnerships and engagement that supports the needs of local industry and provides better coordination between workforce development programs and economic development, including access to available workforce service and customized labor market information. As allowable, we will leverage resources across various programs to help support these industry/sector initiatives, especially since funding specific to sector strategies is non-existent at this time.

An important element of all industry partnership efforts is to accurately understand the workforce demands of businesses in our region. Through the use of data-informed decision making through the use of labor market information, the Northeast WDA is able to understand the workforce demand and adjust programming and priorities accordingly. The NEWDB seeks input from business partners to help add to the available labor market information in our planning and prioritizes training and placement activities in industries that show the greatest demand, stability, and job growth expectations. However, the impact of COVID has shifted some of these objectives and the NEWDB is quickly adjusting strategies to provide support to businesses that have been impacted by the pandemic and as a result have suffered great financial loss. Some examples of this shift include

partnerships with area businesses to reach previously untapped labor pools including justice involved. We are currently working with Vinita Corrections and area businesses to provide labor to businesses that are struggling with recruitment.

Board members play an active role in sector strategies, including participating in advisory capacities to provide input into the curriculum for the technical college system, and in helping to encourage educational providers to join the Eligible Training Provider List. Additionally, board members have also played major roles in the development of many program connections at industrial parks, including the MidAmerica Industrial Park. In addition, board members work with other educational and economic development partners to build pathways to leverage workforce development funding across programs and to meet the needs of program participants through additional resources, including but not limited to participating in studies to build more grocery stores and eliminate food deserts.

The COVID-19 pandemic resulted in a large amount of federal funding being made available to address workforce, education, and economic development issues. This funding was utilized, in part, in the local area to address sector strategies and skill shortages in certain industries. Tri County Tech used a \$1 million grant funded by the Coronavirus Aid, Relief and Economic Security (CARES) Act for scholarships to get hundreds of unemployed and underemployed workers into accelerated job training programs to fill high demand occupations. Utilizing this funding, Tri County Tech launched the Skills to Rebuild program that has assisted more than 540 individuals to receive scholarships to pay for much needed skills training. This life-changing program has been able to upskill the trainees to not only get back to work but to also be qualified to take on higher paying positions where employers have had difficulty with labor shortages.

- Support sector partnership strategies, including a list of active sector partnerships.

For each, describe:

A listing of sector partnerships includes the following:

- Healthcare Sector Partnership
- Transportation and Distribution Sector Partnership
- Manufacturing Sector Partnership

Industry and Status: Healthcare- Sustained

Workforce Demand (need)

A workgroup was established to begin discussing sector strategies in health care. This workgroup included industry leaders at the forefront of efforts to align the needs of business with education and thus ensure an adequately supplied talent pipeline. Other engaged partners include Rogers State University, OSUIT, Tri-County Tech, Bartlesville Public Schools and Northeast Tech.

Employers, educators, employees and students across the service area were engaged in the planning process using a human-centered design approach. This process consisted of three phases: 1) inspiration—learning more about customer needs; 2) ideation— brainstorming creative, potential solutions in response to the identified needs; and, 3) implementation—testing potential solutions to determine what works and taking successful strategies to scale

Relevance

Based on data used at the launch of the healthcare sector partnership, 2018 job numbers showed there were 12,323 jobs in the health care ecosystem in the NEWDB service area with average wages of \$44,935. As a projection of demand, by 2028 total employment in the health care ecosystem will grow to 13,445 jobs, an

increase of 1,122 jobs for the area. Health care is the second largest employing ecosystem, and has the second most newly created jobs in the area.

Strategy

Goal: Increase utilization of workforce board resources to meet health care workforce needs in the NEWDB service area.

Strategy: Increase awareness of workforce board resources via marketing (e.g., traditional, social and digital media; guerrilla marketing) and direct outreach to customers and stakeholders

Strategy: Increase integration of information regarding workforce board resources and appropriate referrals with stakeholder service and intake processes

Goal: Improve connectivity and coordination between health care profession educators and employers

Strategy: Increase joint planning and monitoring efforts

Strategy: Increase cross-system engagement

Strategy: Increase number of educator-employer partnerships for joint appointments (i.e., teach part-time)

Goal: Improve access to career pathways for health care professions in Northeast Oklahoma

Strategy: Increase number of distance learning opportunities for healthcare profession education and training (both synchronous and asynchronous)

Strategy: Increase capacity of existing education and training infrastructure

Strategy: Increase number of physical locations for training and education

Strategy: Increase utilization of work-based learning, registered apprenticeships, internships, on-the-job training and mentorships among participating healthcare industry employers

Goal: Improve recruitment and retention of health care workforce in Northeast Oklahoma

Strategy: Improve messaging related to health care industry careers and pathways

Strategy: Increase utilization of regional/joint marketing campaigns

Strategy: Increase utilization of “grow our own” tactics

Strategy: Increase awareness of best practices and innovative strategies for recruitment and retention among employers and educators

Strategy: Improve coordination between economic and workforce development around recruiting

Strategy: Increase awareness of opportunities for cost match, loan repayment or other financial assistance opportunities (e.g., PMTC, TSET)

Goal: Improve connectivity to community and regional resources that support employment.

Strategy: Increase awareness among employers of existing resources for assistance with workplace programs/services (e.g., Oklahoma Child Care Resource and Referral Association provides assistance related to child care)

Strategy: Increase awareness among employers, educators and jobseekers/employees of existing resources/services

Strategy: Increase awareness of innovative strategies for meeting support needs (e.g., library checking out clothing for interviews)

Strategy: Increase the proportion of stakeholders making jobseeker/employee referrals to appropriate resources/services

Funding

The NEWDB will continue to act as a convener of the partnership and while COVID has delayed progress of the goals outlined, the partners remain committed to forging ahead with the objectives identified when it is safe to do so. The businesses who are engaged will have some ownership of funding aspects, as well as utilization of training resources through Title 1 and Title IV and partnership through tribal career services.

Unfunded Critical Elements

No funds are available specifically for sector partnerships, which potentially limits the advancement of the objectives and goals established by the partnership. The NEWDB submitted application for sector partnership grant through OOWD, but was not awarded during the PY 20 application process. The NEWDB will seek additional grant opportunities to help advance the goals identified by the partners.

Industry and Status: Manufacturing - Implementation

Workforce Demand

Manufacturing is one of the areas with high growth industries, with numerous jobs on the high demand, complementary, and emerging occupations lists. The manufacturing industry has a huge impact on the economy in Northeast Oklahoma.

On March 19, 2019, NEWDB facilitated a listening session with area employers, educators and workforce partners. The goal of the meeting was to identify challenges faced by industry employers, and to provide a brief overview of workforce resources available from NEWDB, the Cherokee Nation and workforce partners for addressing these challenges. Twenty-five stakeholders attended. Core partners included MAIP, GRDA, American Castings and RAE Corp. The listening session included discussion of challenges and potential solutions which have been grouped into three primary goals.

Relevance

The primary goal for the manufacturing sector partnerships were to improve alignment and bridge gaps between employers and educators. Additionally, the NEWDB aimed to expand work-based learning opportunities, including OJTs and Registered Apprenticeships in the area.

Strategies

Employers, educators, employees and students across the service area were engaged in the planning process using a human-centered design approach. This process typically consists of three phases: 1) inspiration—learning more about customer needs; 2) ideation— brainstorming creative, potential solutions in response to the identified needs; and, 3) implementation—testing potential solutions to determine what works and taking successful strategies to scale.

This approach represents a philosophy of iteration and learning from trial and error that must be maintained along with continuous communication, assessment and adjustments as needed based on customer experience and feedback. For both industries, engaging associations and other trusted intermediaries with existing relationships was key to engaging individual organizations and stakeholders. The primary focus during the planning period was on health care sector partnerships.

Funding

Funding for these efforts was made available through a grant awarded to the NEWDB by the OOWD.

Unfunded Critical Elements

Sustainability is of great concern as there are no funds available to support the objectives defined in the listening sessions.

Industry and Status: Logistics and Transportation - Implemented

Workforce Demand

Employment opportunities in the Transportation sector continue to grow. Competition among employers to hire credentialed drivers has also increased with a talent pool that hasn't been able to keep up with industry demand. Supply chain transformation as a result of the Pandemic has increased the demand for drivers. At the same time,

the industry is faced with an aging out workforce without a pipeline of qualified workers to fill needed positions, particularly long-haul truck drivers.

Relevance

The primary goal for the transportation sector partnerships were to improve alignment and bridge gaps between employers and educators and to create a pipeline of workers with the training and skills to meet the industry demands. To accomplish this and other identified challenges, the NEWDB works with a local industry leaders address challenges and to expand career pathways in the transportation industry.

Strategy

In the Northeast WDA, the NEWDB works with the Heavy Metal Training Institute (HMTI) in a sector partnership capacity. HMTI is a local CDL training provider which operates out of Big Cabin, located in Northeast Oklahoma and includes two offsite training facilities in Muskogee and Tahlequah Oklahoma. In 2021, HMTI was the recipient of a \$100,000 sector partnership grants from the Oklahoma Office of Workforce Development (OOWD). HMTI, in partnership with Tulsa sector partner grant recipient, Premier Logistics, and the NEWDB and GCWDB will be working collaboratively to expand these sector partnerships region wide to solve workforce development challenges.

Sector strategy activities have included surveying of industry stakeholders, including, employers, truck drivers, training institutions, government regulators, and insurance regulators to better understand the challenges that effect the industry. Additional activities include the development of career pathways through career exposure and training for logistics, supply chain and transportation jobs, and working toward solving talent shortages in the trucking industry.

Funding

Much of the funding from this initiative has come from the sector strategy grant from OOWD. GCWDB and NEWDB have leveraged staff time, space, other resources to help support the success of this partnership.

Unfunded Critical Elements

Sustainability after the initial grant period is a concern, as with any sector strategy that receives funding from a government grant. The local area is working on strategies to meet long term needs with the Transportation sector. HMTI's goal at the conclusion of the project is to identify the barriers to entering the transportation industry and develop a roadmap for overcoming the identified obstacles. At the conclusion of the grant period, The NEWDB will work with HMTI on identified strategies to meet the long-term need of the industry.

In the above sector strategy initiatives in healthcare and manufacturing, both initiatives have faced challenges associated with sustainability during the pandemic and the need for employee resources to be utilized for other programs. It is anticipated that renewed focus will be able to reenergize these initiatives soon and that we will be able to find linkages between the two local areas in these two sector strategy areas. One of our goals as a region is to expand our efforts of business engagement and sector strategy work.

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

Oklahoma's Unified Plan serves as a statewide roadmap for the workforce system to capitalize on its strengths, identify and address obstacles, and promote continuous improvement of services. The State's Unified Plan establishes four critical workforce objectives.

1. Expand Oklahoma's Workforce to Satisfy Industry and Economic Development Goals
2. Upskill Oklahoma's Workforce
3. Offer Workforce Solutions to Oklahoma's Businesses
4. Build Oklahoma's Workforce System Capacity

The goals of the NEWDB are aligned with the state's goals and strategies for Oklahoma to expand Oklahoma's workforce, upskill the workforce, offer workforce solutions to business and build the system capacity. This vision is carried out through local policy, in service strategies and outcomes.

Expand Oklahoma's Workforce to Satisfy Industry and Economic Development Goals

The NEWDB understands the workforce system must expand the pool of workers in Oklahoma. Efforts towards this expansion include the following:

Addressing the labor participation rate by: Strengthening partnerships with Department of Corrections,
Addressing barriers to employment for women and connecting with other untapped labor pools through our partners at Department of Rehab Services.

Upskill Oklahoma's Workforce

To meet the demands of 21st century business, the NEWDB will move in sync with local businesses and lean on them to drive the direction of training programs and talent development. We'll tackle this through the following:

Sector partnerships
Expand Work Based Learning, specifically OJTs and Registered Apprenticeship programs
Focus strategies to engage youth at risk of drop out
Increase post-secondary credentials/degrees

Offer Workforce Solutions to Oklahoma's Businesses

The NEWDB believes that business must drive local strategies and that the board must be responsive to the evolving needs of business. The NEWDB strives to provide relevant business solutions as follows:

Enhance outreach strategies to expand resources to business
Engage system partners in developing robust business services and outreach plan
Include business when developing solutions to industry pain points

Build Oklahoma's Workforce System Capacity

The workforce system must be responsive to the needs of business and industry. The NEWDB will stive to provide relevant resources as the workforce system challenges evolve. The NEWDB will accomplish this by:

Expanding funding sources to reach beyond formula funding
Working in tandem with business and partners, create solutions that are responsive to business
Use data to monitor job trends, then quickly implement strategies that are aligned

Goals for Youth:

Continued focus on services to Out of School Youth
Create opportunities to expose youth to career opportunities through events such as Elevate.
Link with the ICAP initiative to serve as a resource and collaborative partner

Goals for Individuals with Barriers to Employment:

Enhance strategies for justice involved
Expand Registered Apprenticeship programs and other Work Based Learning initiatives
Utilize supportive services and braiding of funds to address barriers to employment

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 NEWDB maintains close relationships with economic development organizations. We partner regularly with the Oklahoma Department of Commerce as well as with local economic development organizations and chambers of commerce to expand service to regional businesses. Locally, we participate in monthly Regional Recap meeting, sponsored by the Miami Chamber of Commerce, which covers regional economic development and workforce development in four-city area, including Miami, Grove, Vinita and Langley. We also work closely with the Claremore Industrial and Economic Development Authority (CIEDA) on various workforce development planning. As part of these collaborative efforts, we partner on workforce- and education-related events such as job fairs, business engagement efforts, and workforce-focused conferences.

Additionally, the NEWDB maintains thriving partnerships with the Northeast Oklahoma Regional Alliance (NORA), Grand Gateway Economic Development Association, Rogers County Economic Development Authority and other area economic development partners. The NEWDB works collaboratively with economic development to leverage resources, share labor market intelligence and coordinate outreach efforts for business training events.

Entrepreneurial skills training and microenterprise services are offered through some of our area training providers, and the NEWDB is able to connect businesses to services offered by our partners. The NEWDB works with the local training providers to promote entrepreneurial training programs and make referrals for training as services are requested.

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 NEWDB reviews eligible training programs during board meetings and annually reviews the demand occupations to ensure training programs are performing well and to ensure offerings are aligned with the needs from businesses in the local area. Leveraging these resources alongside Oklahoma's Critical Occupations list helps training providers improve offerings of programs that meet current and projected needs.

When reviewing the eligible training providers, the NEWDB confirms the training providers have updated performance standards for the occupations job seekers in northeast are utilizing. The Title 1 contractor must ensure that job seekers enrolling in Occupational Skills Training are entering high growth, high demand occupations that are meeting the required performance standards. Programs that have a poor history of clients obtaining employment upon the completion of training and programs that demonstrate poor performance are removed from the ETP. This process helps ensure that the northeast area is properly aligned to meet the needs of business and industry by maintaining a robust talent pipeline of workers skilled in the occupations that are critical in serving the needs of business.

The NEWDB Business Services Team works collaboratively with business and through this collaboration is able to identify and request customized training opportunities from ETP in order to meet business training needs. NEWDB works with business and training providers to identify training programs that are in demand, but may not be available in the NEWDB service area. The NEWDB is focused on the expansion of training programs to help ensure that businesses are able to develop training pipelines to fill their employment needs.

- 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.

C.

The NEWDB is committed to compliance with Section 188 of WIOA and to providing access, both physical and programmatic to all individuals. We have demonstrated this commitment through continued emphasis on training offerings provided through New Day New Way and Stand Up meetings.

The EO Officer and Workforce System Coordinator work together to ensure that One-Stop services and facilities are available to all individuals connecting with the American Job Center's in the NEWDB area. NEWDB has completed requirements of EEAAP review in the Bartlesville and Pryor AJCs, and continues to work toward the attainment of that goal in the Claremore and Miami AJCs. Additionally, NEWDB has purchased accessibility equipment for each of the AJC's and provides periodic training to all co-located staff on the use of accessibility equipment.

The EO Officer conducts 504 monitoring, annually at a minimum, at each AJC. During the last review, no major issues were identified. NEWDB has also completed the Star review and received a 5-star rating; in alignment with OOWD's Star Accessibility policy. The EO Officer and Workforce System Coordinator provide support and training to system partners routinely through New Day New Way, Stand Up and Core Calls. In the development of training, NEWDB leverages expertise from other partners such as Able Tech and DRS.

Adults with disabilities are provided classroom sites that are accessible and provided appropriate accommodations. Secondary students, who may need accommodations on the high school equivalency test or other assessments, are referred to OKDRS, psychologists, or other resources to obtain the required documentation of a learning disability.

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 need for supportive service may be identified during the initial assessment or at any time during participation. The Career navigator will review the participants request to verify that the request is within the allowable supportive services and the planned action for addressing identified needs must be documented in the Individual Employment Plan (IEP)/Individual Service Strategy (ISS). NEWDB will leverage system partners and CBOs to identify potential resources available at other entities prior to expending WIOA Title I funds. A copy of a Job Seeker Wrap Around Services matrix is attached.

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 NEWDB is committed to properly carrying out all defined functions as a local workforce development board. We will work diligently to maintain a positive working relationship with each of our one-stop partners The NEWDB will work cooperatively with our state partners – including, as described in the Rehabilitation Act – to replicate the state's cooperative agreement.

8. Identify the local:
 - a. Fiscal agent: Northeast Workforce Development Board
 - b. One Stop Operator(s): Northeast Workforce Development Board

- c. Service Provider(s) for Adult and Dislocated Worker WIOA Title I Basic and Individualized Career Services: Dynamic Workforce Solutions, Inc
- d. Service Provider(s) for Youth WIOA Title I Services: Dynamic Workforce Solutions, Inc

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

The NEWDB uses a competitive, transparent, RFP procurement process that follows state and federal procurement standards. The NEWDB chair appoints an RFP committee to draft an RFP, review, score and recommend subgrantee contracts. RFPs are publicly posted on the NEWDB website and distributed to a list of bidders as well as other workforce outlets, such as NAWB, where they also post the RFP.

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

NEWDB has a track record of meeting negotiated performance measures. NEWDB has negotiated the following measures for Program Years 2020 & 2021 with ODOC:

Program	Measure	Negotiated Goal	Program	Measure	Goals identified in state plan
Title I Adult	Employment Rate Q2	68.00%	Wagner-Peyser – State Plan	Employment Rate Q2	63.50%
	Employment Rate Q4	69.00%		Employment Rate Q4	64.00%
	Median Earnings	\$5,500		Median Earnings	\$5200
	Credential Rate	68.00%		Credential Rate	N/A
	Measurable Skill Gains	56.00%		Measurable Skill Gains	N/A
Title I DLW	Employment Rate Q2	77.00%	Vocational Rehab – State Plan	Employment Rate Q2	Baseline
	Employment Rate Q4	77.00%		Employment Rate Q4	Baseline
	Median Earnings	\$8,100		Median Earnings	Baseline
	Credential Rate	75.00%		Credential Rate	Baseline
	Measurable Skill Gains	65.00%		Measurable Skill Gains	27.3%
Title I Youth	Employment Rate Q2	72.00%	Title II- Adult Ed & Financial Literacy Act	Employment Rate Q2	Baseline
	Employment Rate Q4	73.00%		Employment Rate Q4	Baseline
	Median Earnings	\$3,900		Median Earnings	Baseline
	Credential Rate	59.00%		Credential Rate	Baseline
	Measurable Skill Gains	57.00%		Measurable Skill Gains	44.00%

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

NEWDB is intentional in its management of state/federal negotiated performance indicators The NEWDB believes performance attainment is intentional and strategies must be adopted to align with performance indicators.

Performance must be routinely managed and should standards fall below benchmarks, the NEWDB must move quickly to assess existing strategies and consider new practices that will move the board towards performance attainment. In oversight of performance, the NEWDB:

- Requires the service provider to include monthly reports showing current Title I performance indicators.
- At a minimum, pulls quarterly performance reports from the state reporting system. Participants determined not to be meeting performance numerators are sent to the service provider to be reviewed and monitored to determine what data entry or other types of issues prevent the participant from being a positive for performance.
- Requires corrective action plans from the service provider to address any areas in which contractual or state/federal performance indicators are determined to not be meeting standards.
- Provide training and technical assistance to the service provider as well as core partners to identify and discuss performance standards; and facilitate strategies to collectively work as a system to meet performance objectives.
- Strategizes with vested parties during the performance negotiation process to identify measures that are obtainable, but that also strive for improvement over previous years.

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.

NEWDB's training process begins with career exploration. NEWDB case managers work with participants to research, not just the occupation of initial interest, but also related and other occupations. Career Exploration is utilized to expose participants to an array of occupations that are in demand and provide self-sufficient wages. As part of the career exploration process, Job Shadow and Work Experience opportunities are leveraged in order to provide a broader exposure to potential career options. However, upon the end of career exploration, NEWDB may utilize Individual Training Account (ITA) funds to support training for occupations that align with NEWDB's Demand Occupation Policy.

NEWDB provides funds for training to participants who are not able to secure training funds through other sources. A lifetime maximum of \$10,000 for training assistance may be provided to participants to assist them along their training pathways. These funding sources may be braided with other partner resources to enable a larger amount of support to participants who may be eligible for services amongst multiple system partners.

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.

All customers served by the Northeast Workforce Development Board, are captured in the state MIS, OK Job Match. MIS allows for there to be services and notes documented on customer activity, as well as a reporting function through a 3rd party site, Tableau. Customers have accounts established, notating current contact information as well as demographic information. The MIS also provides a platform so customers can create resumes and find localized employment opportunities. Staff members in the Northeast WDA utilize this same MIS to document customer contacts via notes as well as enter services delivered to the customer. Specific staff members who provide Individualized Services also have the ability to upload documentation based on the eligibility of enrollment, and Individual Employment Plans or Individual Service Strategies for the Youth population served in WIOA. Additionally, each service is mapped to specific performance indicators within the MIS allowing for proper tracking of performance within the local area. Staff members are trained on how to enter the specific information required for intensive case management and proper service delivery.

The MIS has numerous levels of view based on the need of the user. Local staff have access to view information for all customers but could be limited to see specific services limited to their office coverage for the privacy of Individualized enrollments. Further views, up to administrative access, allows an entire area view of all customers served within the Northeast WDA. Additional information regarding Unemployment, Rapid Response activities, Business Services activities & communications, as well as Eligible Training Provider information is listed and available to staff members no matter the account type.

The MIS system has issues as a system case management tool. As of writing, not all core partners are utilizing the OK Job Match system, limiting the NEWDB's effectiveness in working with partners to manage performance goals. Due to the OKJM system not being utilized by all partners, the MIS systems across the NEWDB area and the state are not integrated. The MIS and reporting system underwent an update in 2021; and as of writing continues to have issues with data reporting. The update caused a reduction in capacity of the NEWDB to manage or oversee WIOA Title I enrollments from a system-wide perspective. Challenges with the system not being integrated with all core partners, and challenges with reporting, lead to risks where quality case management and performance are not fully able to be managed.

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 works to align a service delivery strategy that supports the local area's goals in serving recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. The One Stop Operator uses Stand up and Core Calls to inform partners of the priority given to these populations. Further the contractual measures require the Title 1 WIOA service provider to target youth who are justice involved, transitioning foster youth and high school dropouts.

Additionally, the One Stop Operator is required to ensure all NEWDB policies are complied with and to ensure all local staff abide by all federal and state laws, guidance, and policy which includes the WIOA Regulations which specifically outline the priority for adult career and training services and local policy that establishes priority for these vulnerable populations.

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.

One-stop partners were invited to participate in the development of the NEWDB plan. Partners responding include: Oklahoma Department of Rehabilitation Services, Oklahoma Employment Security Commission, Cherokee Nation Career Services, AARP Foundation, NICOA, ORO, Job Corps, Rogers State University, and others as detailed in the asset maps.

The 30-day public comment period process for the NEWDB local plan is as follows:

- Distribute electronic copies to all workforce system partners and encourage partners to distribute as well. The NEWDB made the proposed local plan available to the public through the NEWDB website at: <http://www.northeastworkforceboard.com/main.html>
- The NEWDB allowed members of the public, including representatives of business, representatives of labor organizations, and representatives of education to submit to the local board comments on the

proposed local plan, not later than the end of the 30-day period beginning on the date on which the proposed local plan is made available; and

- The NEWDB will include, with the local plan submitted to the Governor under this section, any such comments that represent disagreement with the plan.

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).

The NEWDB provides the following assurances:

- Assures a written agreement has been developed between NEWDB and the Current Fiscal Agent;
- Assures that the NEWDB will 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 NEWDB assures it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of the Act.
- The NEWDB 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 NEWDB 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 NWDB 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