Missouri PYs 2020-2023

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Overview

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

Options for Submitting a State Plan

A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

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- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances,
    - Program-Specific Requirements for the Core Programs, and

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- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

[2] Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA State Plan Type and Executive Summary

a. WIOA State Plan Type

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

Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a combined plan

Combined Plan Partner Program(s)

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

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

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No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

Yes

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

Yes

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

Yes

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

Yes

b. Plan Introduction or Executive Summary

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Did not provide as optional.

II. Strategic Elements

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

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a. Economic, Workforce, and Workforce Development Activities Analysis

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

1. Economic and Workforce Analysis

A. Economic Analysis

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

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which demand is emerging.

iii. Employers' Employment Needs

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

Gross Domestic Product

The broadest measure of economic activity is Gross Domestic Product, or GDP. This measure tracks the market value of goods and services produced within a nation or state within a set time period. In 2020, Missouri's GDP was $277.3 billion (in 2012 chained dollars), a decrease of 3.6%from 2019. In comparison, the national GDP decreased 3.5%during the same period. The decline in GDP in 2020 is due to the economic impact of the global COVID-19 pandemic and impacted the entire U.S.

Real GDP declined in all 50 states and the District of Columbia and ranged from -8.0% in Hawaii to -0.1%in Utah. The decline in Missouri ranked fifth compared to each of the contiguous states.

Most industry sectors declined in 2020 compared to 2019. Arts, Entertainment, and Recreation (-27.0%); Accommodation and Food Services (-20.9%); and Transportation and Warehousing (-14.0%) had the most significant declines.

During 2020, Missouri's GDP declined most dramatically in the second quarter of the calendar year. Since then, GDP in Missouri and the U.S. has been recovering, reaching at or above pre-pandemic levels for the first quarter of 2021.

Industry Diversification

A diversified economy has many industries and can better manage fluctuations in the business cycle. A balanced economy is capable of absorbing an economic shock through other industries present in the area compensating for the loss by helping to maintain economic stability for the state.

Less diversified economies specialize in only a few industries. If a state economy has a disproportionate number of workers in one specific industry, the effects of hard times would negatively impact the state.

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In 2017, Missouri's economy ranked as the fourth most diversified among the 50 states on the diversification index at 2.8%. Pennsylvania was the most diversified at 2.5% (the lower the score, the more diversified the state's economy is more diversified; the higher the score, the state's economy is more specialized). Missouri was more diversified than any other neighboring state. The most specialized neighboring state was Iowa with a score of 4.5%.

Missouri Economic Research Information Center's (MERIC) Economic Indicator Brief: Economic Diversity 2019 uses a modified Herfindahl Index to calculate the diversification scores and considers the number of industries in the state, the gross domestic product of each industry in the state, and the state's total gross domestic product. The full methodology is included in the report.

Regional Economies

A portion of Missouri's Annual Economic Report is dedicated to exploring the regional economies of the state. The economies of each region are very different, and the analysis provides data and information on the industries and workforce important to the area.

St. Louis and Kansas City have more than one workforce development area within their metropolitan statistical areas (MSA). The data for these areas is combined for analysis and reporting purposes.

Central Region

The Central Region is comprised of 19 counties in the center of the state. The region's civilian labor force numbers over 320,000, or 10.6% of Missouri's total labor force. The regional unemployment rate was 5.2% in 2020, and the preliminary rate for May 2021 is 3.7%.

Industries in the Central Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, Educational Services, and Manufacturing. The Finance and Insurance industry added the most jobs with a gain of over 2,000 jobs since 2016.

Industries projected to experience the highest percentages of growth through 2028 in the Central Region are Professional and Technical Services, Health Care and Social Assistance, Accommodation and Food Service, Management of Companies and Enterprises, and Finance and Insurance. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Location Quotient (LQ) is an analysis of industry concentrations within a geographic region compared to the nation with 1.0 as the national average. Industries with an LQ greater than 1.0 indicate a higher concentration, thus requiring more than the average number of skilled workers to support the industry. Industries with high LQs in the Central Region include Administration of Human Resource Programs, Gasoline Stations, National Security and International Affairs, and Administration of Economic Programs.

Kansas City Region

The Kansas City Region is comprised of five counties in the west central portion of the state. The region's civilian labor force numbers over 620,000, or 20.3% of Missouri's total labor force. The regional unemployment rate was 6.6% in 2020, and the preliminary rate for May 2021 is 6.1%.

Industries in the Kansas City Region with the highest levels of employment in 2020 were Health Care and Social Assistance Retail Trade, Professional and Technical Services, and Accommodation and Food Services. Health Care and Social Assistance and Professional and Technical Services added the most jobs with each gaining more than 3,700 jobs from 2016 to 2020.

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Industries projected to experience the highest percentages of growth through 2028 in the Kansas City Region are Professional and Technical Services, Construction, Wholesale Trade, and Real Estate and Rental and Leasing. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Kansas City Region include Transportation Equipment Manufacturing, Data Processing and Hosting, and Paper Manufacturing.

Northeast Region

The Northeast Region is comprised of 16 counties in the northeastern portion of the state. The region's civilian labor force numbers over 128,000, or 4.2% of Missouri's total labor force. The regional unemployment rate was 5.4% in 2020, and the preliminary rate for May 2021 is 4.1%.

Industries in the Northeast Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, and Accommodation and Food Services.

Industries projected to experience the highest percentages of growth through 2028 in the Northeast Region are Wholesale Trade, Retail Trade, Administrative and Waste Services, and Transportation and Warehousing. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Northeast Region include those related to transportation such as Gasoline Stations, Truck Transportation, and Transportation Equipment Manufacturing. Agriculture-related industries of Animal Production and Aquaculture and Crop Production, and other industries such as Nonmetallic Product Manufacturing, General Merchandise Stores, and Nursing and Residential Care, also have notable LQs above the average.

Northwest Region

The Northwest Region is comprised of 18 counties in the northwestern portion of the state. The region's civilian labor force numbers over 125,000, or 4.1% of Missouri's total labor force. The regional unemployment rate was 4.7% in 2020, and the preliminary rate for May 2021 is 3.9%.

Industries in the Northwest Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, and Public Administration.

Industries projected to experience the highest percentages of growth through 2028 in the Northwest Region are Health Care and Social Assistance, Transportation and Warehousing, Construction, and Wholesale Trade. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Northwest Region include Food Manufacturing, Fabricated Metal Product Manufacturing, Gasoline Stations, and Chemical Manufacturing.

Ozark Region

The Ozark Region is comprised of seven counties within the southwest portion of the state. The region's civilian labor force numbers over 274,000, or 9.0% of Missouri's total labor force. The regional unemployment rate was 6.2% in 2020, and the preliminary rate for May 2021 is 4.1%.

Industries in the Ozark Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, Education Services, and Manufacturing. Industries with the greatest employment increase from 2016 to 2020 were Health Care and Social Assistance, Manufacturing, Professional and Technical Services, and Construction.

Industries projected to experience the highest percentages of growth through 2028 in the Ozark Region are Management of Companies and Enterprises, Administrative and Waste Services, Construction, Educational

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Services, and Real Estate and Rental and Leasing. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Ozark Region include those related to tourism such as Scenic and Sightseeing Transportation, Accommodation, Performing Arts and Spectator Sports, Gasoline Stations, and a variety of stores. The industries of Truck Transportation and Telecommunications also have LQs above the average.

South Central Region

The South Central Region is comprised of 12 counties in the center of the southern portion of Missouri. The region's civilian labor force numbers over 82,000, or 2.7% of Missouri's total labor force. The regional unemployment rate was 6.7% in 2020, and the preliminary rate for May 2021 is 4.7%.

Industries in the South Central Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Manufacturing, Retail Trade, Educational Services, and Accommodation and Food Services. Even though these industries are the top employers for the region, some have experienced slight decreases in employment from 2016 to 2020.

Industries projected to experience the highest percentages of growth through 2028 in the South Central Region are Health Care and Social Assistance, Professional and Technical Services, and Transportation and Warehousing. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the South Central Region include those related to wood products such as Wood Product Manufacturing and Forestry and Logging. Gasoline Stations, Machinery Manufacturing, and Nursing and Residential Care Facilities also have LQs above the average.

Southeast Region

The Southeast Region is comprised of 13 counties in the southeastern portion of the state. The region's civilian labor force numbers over 165,000, or 5.4% of Missouri's total labor force. The regional unemployment rate was 6.0% in 2020, and the preliminary rate for May 2021 is 4.3%.

Industries in the Southeast Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Manufacturing, Retail Trade, and Accommodation and Food Services. Even though these industries are the top employers for the region, some have experienced slight decreases in employment from 2016 to 2020.

Industries projected to experience the highest percentages of growth through 2028 in the Southeast Region are Health Care and Social Assistance; Mining, Professional and Technical Services, Transportation and Warehousing, and Accommodation and Food Services. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Southeast Region include Mining (except Oil and Gas), Gasoline Stations, Crop Production, Wood Product Manufacturing, Truck Transportation, and Nonmetallic Mineral Product Manufacturing.

Southwest Region

The Southwest Region is comprised of seven counties in the southwestern corner of the state. The region's civilian labor force numbers over 135,000, or 4.4% of Missouri's total labor force. The regional unemployment rate was 5.7% in 2020, and the preliminary rate for May 2021 is 3.9%.

Industries in the Southwest Region with the highest levels of employment in 2020 were Manufacturing, Health Care and Social Assistance, Retail Trade, and Educational Services. Industries with the largest increases in employment from 2016 to 2020 were Manufacturing, Health Care and Social Assistance, and Wholesale Trade.

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Industries projected to experience the highest percentages of growth through 2028 in the Southwest Region are Wholesale Trade, Transportation and Warehousing, and Construction. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the Southwest Region include those related to manufacturing such as Food Manufacturing; Electrical Equipment, Appliance, and Component Manufacturing; Fabricated Metal Manufacturing; and Wood Product Manufacturing. Other industries with high LQs include Animal Production and Aquaculture, Truck Transportation, and Gasoline Stations.

St. Louis Region

The St. Louis Region is comprised of five counties in the eastern part of the state. The region's civilian labor force numbers over 1,070,000, or 35.1% of Missouri's total labor force. The regional unemployment rate was 6.3% in 2020, and the preliminary rate for May 2021 is 4.6%.

Industries in the St. Louis Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, Manufacturing, and Accommodation and Food Services. Industries with the largest increases in employment from 2016 to 2020 were Finance and Insurance, Health Care and Social Assistance, and Transportation and Warehousing.

Industries projected to have the highest percentages of growth through 2028 in the St. Louis Region are Health Care and Social Assistance, Real Estate and Rental and Leasing, Wholesale Trade, Professional, and Technical Services, and Educational Services. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the St. Louis Region include Data Processing, Hosting, and Related Services; Management of Companies and Enterprises; Chemical Manufacturing; and Museums, Historical Sites, and Similar Institutions.

West Central Region

The West Central Region is comprised of 13 counties in the west central part of Missouri. The region's civilian labor force is over 126,000, or 4.2% of Missouri's total labor force. The region's unemployment rate was 5.6% in 2020, and the preliminary rate for May 2021 is 4.3%.

Industries in the West Central Region with the highest levels of employment in 2020 were Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, and Construction. Industries with the largest increases in employment from 2016 to 2020 were Construction, Health Care and Social Assistance, and Wholesale Trade.

Industries projected to experience the highest percentages of growth through 2028 in the West Central Region are Administrative and Waste Services, Construction, Transportation and Warehousing, and Wholesale Trade. Occupational projections for the highest number of total openings, as well as the highest percentage of growth, are occupations that would typically support these industries.

Industries with high LQs in the West Central Region include Gasoline Stations, National Security and International Affairs, Support Activities for Agriculture and Forestry, Animal Production and Aquaculture, and Food Manufacturing.

Current Industry Demand

In 2020, Missouri total covered employment was 2,675,000 jobs. Covered employment represents jobs covered by unemployment insurance, or about 95% of all jobs. This was a decrease of 137,600 jobs or 4.9%, compared to 2019. This decline is due to the impacts of the COVID-19 global pandemic. Compared to 2011,

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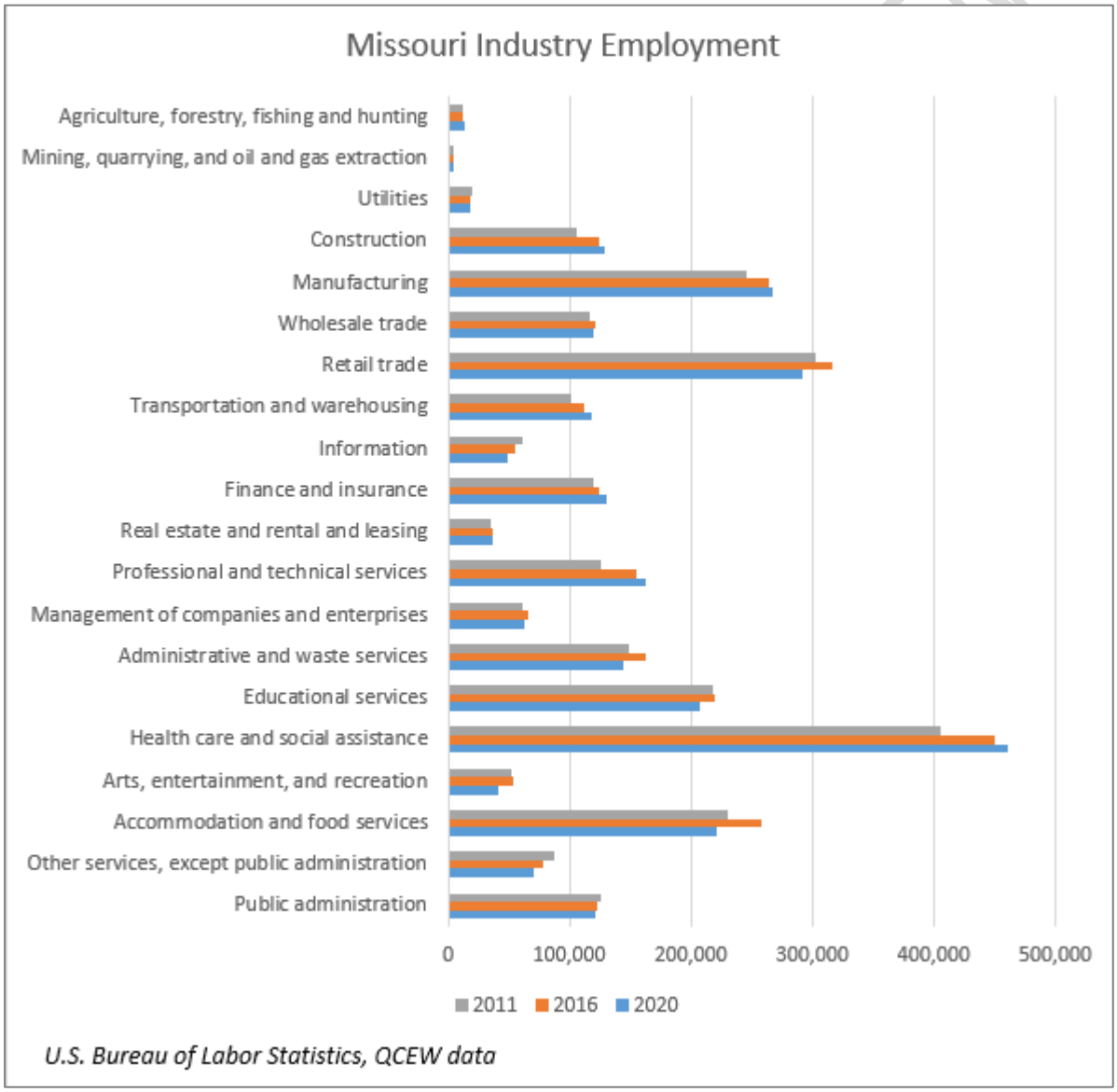
Missouri employment increased by 92,600 jobs or 3.6%. Recovery from the pandemic began in the second half of 2020 and is continuing through 2021.

Comparing 2020 to 2011, the largest growing industries in both employment growth and percent change are Health Care and Social Assistance (54,928 or 13.5%); Professional and Technical Services (37,093 or 29.4%); Construction (23,028 or 21.7%); Manufacturing (20,220 or 8.2%), and Transportation and Warehousing (16,404 or 16.2%). The most significant declines in employment over the 10-year period were Other Services (-16,625 or -19.1%); Information (-12,308 or -20.1%); Educational Services (-10,515 or -4.8%); Arts, Entertainment, and Recreation (-10,436, or -20.1%); and Retail Trade (-10,271 or -3.4%).

Industries that experienced employment growth above the state average between both 2020 compared to 2016 and 2020 compared to 2011, are Professional and Technical Services; Construction; Transportation and Warehousing; Agriculture, Forestry, Fishing, and Hunting; Health Care and Social Assistance; Manufacturing; Finance and Insurance; and Real Estate and Rental and Leasing..



Current Occupational Demand

Current occupational demand can be attained through job ads placed by employers. From July 2018–June 2019, over 500,000 online job ads were placed for jobs located in Missouri according to Labor Insight/Burning Glass.

Job ads were placed for positions at every skill and education level. Missouri uses a system of NOW, NEXT and LATER to categorize jobs according to the typical education and experience required for success on the job. NOW jobs typically require a high school education or less and short-term training. NEXT jobs typically require moderate- to long-term training or experience or education beyond high school. LATER jobs typically require a bachelor's degree or higher education.

NOW occupations with the highest number of job postings include Retail Salespersons; Customer Service Representatives; Laborers and Freight, Stock, and Material Movers; Food Preparation and Serving Workers; and Janitors and Cleaners. Occupations with the most job postings in the NEXT category are Sales Representatives, Wholesale and Manufacturing; Heavy and Tractor-Trailer Truck Drivers; Supervisors of Retail Sales Workers; Maintenance and Repair Workers; and Nursing Assistants. LATER occupations with the highest number of job postings are Registered Nurses; Software Developers, Applications; Managers; Medical and Health Services Managers; and General and Operations Managers.

Many of the occupations with the most job postings also appear on the list of jobs with the highest number of projected openings through 2028. The occupations with high numbers of job postings and top job outlook are identified with the arrow.

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NOW Top Job Postings - Statewide

NOW jobs typically require high school education or less and short-term training

Occupation Title	Job Postings	Top Outlook Long-Term Projections
Retail Salespersons	19,777	
Customer Service Representatives	14,585	↑
Laborers and Freight, Stock, and Material Movers, Hand	12,979	↑
Combined Food Preparation and Serving Workers, Including Fast Food	8,832	↑
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8,040	↑
Security Guards	6,003	↑
Maids and Housekeeping Cleaners	5,942	↑
Personal Care Aides	5,754	↑
Waiters and Waitresses	4,878	↑
Driver/Sales Workers	4,775	
Cashiers	4,531	
Stock Clerks, Sales Floor	3,621	↑
Patient Representatives	3,024	↑
Office Clerks, General	3,011	
Hotel, Motel, and Resort Desk Clerks	2,952	
Stock Clerks- Stockroom, Warehouse, or Storage Yard	2,859	↑
Light Truck or Delivery Services Drivers	2,844	↑
Home Health Aides	2,531	↑
Construction Laborers	2,485	↑
Receptionists and Information Clerks	2,317	↑

NEXT Top Job Postings - Statewide

NEXT jobs typically require moderate/long-term training or experience or education beyond high school

Occupation Title	Job Postings	Top Outlook Long-Term Projections
Sales Representatives, Wholesale and Manufacturing, Except Technical a	18,254	↑
Heavy and Tractor-Trailer Truck Drivers	13,137	↑
First-Line Supervisors of Retail Sales Workers	12,401	↑
Maintenance and Repair Workers, General	9,250	↑
Nursing Assistants	7,751	↑
Licensed Practical and Licensed Vocational Nurses	6,953	↑
Food Service Managers	6,867	↑
Secretaries and Administrative Assistants, Except Legal, Medical, and Ex	6,460	
Production Workers, All Other	5,750	
Merchandise Displayers and Window Trimmers	5,087	
Medical Assistants	4,790	↑
Computer User Support Specialists	4,740	↑
Bookkeeping, Accounting, and Auditing Clerks	4,684	
Automotive Specialty Technicians	4,055	↑
First-Line Supervisors of Food Preparation and Serving Workers	4,028	↑
Medical Secretaries	3,749	↑
Cooks, Restaurant	3,618	↑
Insurance Sales Agents	3,571	↑
Preschool Teachers, Except Special Education	3,230	
Health Technologists and Technicians, All Other	3,015	↑

LATER Top Job Postings - Statewide

LATER jobs typically require a Bachelor's degree or higher education

Occupation Title	Job Postings	Top Outlook Long-Term Projections
Registered Nurses	32,558	↑
Software Developers, Applications	13,572	↑
Managers, All Other	11,860	↑
Medical and Health Services Managers	8,234	↑
General and Operations Managers	6,303	↑
Sales Managers	5,672	↑
Human Resources Specialists	4,744	↑
Management Analysts	4,066	↑
Critical Care Nurses	3,782	↑
Accountants	3,598	↑
Computer Systems Engineers/Architects	3,508	↑
Marketing Managers	3,500	↑
Computer Systems Analysts	3,382	↑
Information Technology Project Managers	3,008	↑
Financial Managers, Branch or Department	2,992	↑
Market Research Analysts and Marketing Specialists	2,812	↑
Business Intelligence Analysts	2,533	↑
Information Security Analysts	2,337	↑
Loan Officers	2,292	↑
Construction Managers	2,274	↑

Sources: Burning Glass Labor Insight Missouri job postings, July 1, 2020 to June 30, 2021 and 2018-2018 Long-Term Occupational Projections, MERIC

Missouri Workforce 2020 Survey

In July through September of 2020, nearly 700 Missouri companies were surveyed to gauge the state's workforce from the employers' point of view. This marked the second consecutive year of this survey. Companies were randomly selected from a categorized list of businesses queried from the Reference USA employer database. Employers surveyed represented the mix of industries found in Missouri and were equally located in metro and non-metro areas. The questions helped with understanding Missouri employers' hiring trends, skill needs, experience and education requirements, and the impact of COVID-19 on those businesses.

Most employers anticipate maintaining employment levels over the next 12 months. A greater percentage of employers plan to expand employment vs. decrease employment next year, despite being surveyed during the COVID-19 pandemic.

The largest barrier to expanding employment continues to be a shortage of workers with knowledge and skills. The greatest shortages are found in Skilled Trades and Patient Care. In nearly all skills areas, shortages were higher in non-metro areas vs. metro areas. Employers responding to the survey were less likely to consider justice-involved individuals than last year's survey respondents.

Industry Projections

Long-term industry projections help determine the industries that are expected to add positions within their organizations over time. The latest round of projections are through the ten-year period ending in 2028.

The projections reveal several industries with both high employment numbers and above average growth rates compared to the state average. The top five industries by numeric employment change are Health Care and Social Assistance, Accommodation and Food Services, Professional and Technical Services, Construction, and Transportation and Warehousing.

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Missouri Industry Projections 2018-2028				
Industry	2018	2028	Change	% Change
Total All Industries	3,058,772	3,195,144	136,372	4.5%
Agriculture, Forestry, Fishing & Hunting	28,475	29,709	1,234	4.3%
Mining	4,140	4,262	122	2.9%
Utilities	11,752	11,430	-322	-2.7%
Construction	122,687	131,154	8,467	6.9%
Manufacturing	263,799	252,380	-11,419	-4.3%
Wholesale trade	121,234	126,527	5,293	4.4%
Retail Trade	311,178	309,027	-2,151	-0.7%
Transportation and Warehousing	100,759	107,670	6,911	6.9%
Information	48,893	45,153	-3,740	-7.6%
Finance and insurance	134,181	137,115	2,934	2.2%
Real estate and rental and leasing	37,762	39,618	1,856	4.9%
Professional and technical services	162,149	178,490	16,341	10.1%
Management of companies and enterprises	65,483	66,175	692	1.1%
Administrative and waste services	158,105	163,986	5,881	3.7%
Educational services	228,349	234,559	6,210	2.7%
Health care and social assistance	452,581	525,357	72,776	16.1%
Arts, entertainment, and recreation	41,839	43,193	1,354	3.2%
Accommodation and food services	263,576	283,617	20,041	7.6%
Other services, except public administration	121,299	123,288	1,989	1.6%
Government, Total	210,393	205,101	-5,292	-2.5%

Source: 2018-2028 Long-Term Industry Projections, Missouri Economic Research and Information Center

Occupational Projections

Job openings occur due to three reasons – exits, transfers, and growth. Exits occur as people leave the workforce for reasons such as retirement. Transfers occur when workers leave one occupation for a different

occupation. Occupational growth occurs as businesses grow and need more workers to serve their customers.

Emerging occupations can be identified through growth openings. The chart below identifies occupations that have the highest number of growth openings and higher than the state average growth rates. The total number of openings indicate the projected number of vacancies businesses need to fill annually.

Growth openings are projected at all education and training levels and are listed by the highest number of growth openings. The highest number of growth openings in NOW occupations are Personal Care Aides, Food Preparation and Serving Workers, Janitors and Cleaners, Laborers and Freight and Stock Movers, and Home Health Aides. The largest growth in NEXT occupations is Cooks, Nursing Assistants, Medical Secretaries, Heavy and Tractor-Trailer Truck Drivers, and Medical Assistants. LATER occupations with the highest growth are Registered Nurses, Software Developers, General and Operations Managers, Market Research Analysts and Marketing Specialists, and Computer Systems Analysts. These occupations are consistent with those identified as emerging industries.

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NOW Top Growth Openings - Statewide

NOW jobs typically require high school education or less and short-term training

Occupation Title	Average Wage	Annual Openings			
		Exits	Transfers	Growth	Total
Personal Care Aides	$23,020	5,382	4,770	2,065	12,217
Combined Food Preparation and Serving Workers, Incl. Fast Food	$21,110	6,622	8,167	1,130	15,919
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	$27,470	2,723	3,142	264	6,129
Laborers and Freight, Stock, and Material Movers, Hand	$31,360	2,190	4,545	250	6,985
Home Health Aides	$25,080	704	763	244	1,711
Landscaping and Groundskeeping Workers	$31,400	941	2,033	181	3,155
Light Truck or Delivery Services Drivers	$35,070	788	1,388	180	2,356
Construction Laborers	$47,270	953	2,217	177	3,347
Waiters and Waitresses	$21,420	3,376	5,960	143	9,479
Childcare Workers	$23,490	2,106	2,143	133	4,382
Taxi Drivers and Chauffeurs	$24,460	401	408	122	931
Stock Clerks and Order Fillers	$27,320	1,944	3,168	114	5,226
Food Preparation Workers	$22,340	1,078	1,466	104	2,648
Nonfarm Animal Caretakers	$24,450	484	644	78	1,206
Helpers--Production Workers	$30,110	348	616	73	1,037

NEXT Top Growth Openings - Statewide

NEXT jobs typically require moderate/long-term training or experience or education beyond high school

Occupation Title	Average Wage	Annual Openings			
		Exits	Transfers	Growth	Total
Cooks, Restaurant	$25,180	1,673	2,786	526	4,985
Nursing Assistants	$25,930	2,305	2,500	371	5,176
Medical Secretaries	$34,270	966	1,144	298	2,408
Heavy and Tractor-Trailer Truck Drivers	$45,070	2,043	3,599	229	5,871
Medical Assistants	$32,260	453	825	209	1,487
Computer User Support Specialists	$47,600	267	924	162	1,353
First-Line Supervisors of Food Preparation and Serving Workers	$34,010	861	2,155	153	3,169
Sales Reps., Wholesale and Mfg., Except Tech. & Scientific Products	$65,640	808	1,979	126	2,913
Maintenance and Repair Workers, General	$38,200	1,036	1,828	126	2,990
Insurance Sales Agents	$59,420	442	724	120	1,286
Sales Representatives, Services, All Other	$54,920	581	1,912	118	2,611
Licensed Practical and Licensed Vocational Nurses	$42,580	560	697	106	1,363
Billing and Posting Clerks	$36,150	426	698	102	1,226
Respiratory Therapists	$56,320	105	97	95	297
Pharmacy Technicians	$32,090	296	530	92	918

LATER Top Growth Openings - Statewide

LATER jobs typically require a Bachelor's degree or higher education

Occupation Title	Average Wage	Annual Openings			
		Exits	Transfers	Growth	Total
Registered Nurses	$65,130	2,241	2,071	1,213	5,525
Software Developers, Applications	$93,880	252	1,027	431	1,710
General and Operations Managers	$105,280	1,042	3,273	298	4,613
Market Research Analysts and Marketing Specialists	$65,360	266	888	180	1,334
Computer Systems Analysts	$83,720	270	754	176	1,200
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	$38,150	264	570	160	994
Accountants and Auditors	$70,240	825	1,900	141	2,866
Nurse Practitioners	$102,470	104	177	135	416
Financial Managers	$136,520	193	495	128	816
Medical and Health Services Managers	$113,120	197	440	125	762
Health Specialties Teachers, Postsecondary	$148,840	194	242	112	548
Information Security Analysts	$91,210	49	195	108	352
Lawyers	$113,780	292	360	106	758
Clinical Laboratory Technologists and Technicians	$48,850	284	366	106	756
Business Operations Specialists, All Other	$73,500	420	1,065	100	1,585

Source: 2018-2028 Long-Term Occupational Projections, Missouri Economic Research and Information Center

Real-Time Labor Market Data

Job ads placed by employers offer another source of information on the knowledge, skills, and certifications requested by Missouri's employers. Labor Insight/Burning Glass is a data tool that spiders to over 35,000 different websites with job ads. The information found in the ads are placed in a database and can be queried to gain intelligence on employer needs.

Eight industries growing faster than the state average over the last 5 and 10 years were identified in the Economic Analysis section of the Missouri Combined State Plan. These industries are listed below with the specialized skills, certifications, and software and programming requested most by employers in job ads from July 1, 2020 to June 30, 2021.

In the software and programming category, Microsoft Office and its products, such as Word, Excel, PowerPoint, and Access, ranked at the top of the list across all industries. Industry-specific programs identified in the job ads are listed in the table.

Employer Skill Needs			
Industry	**Specialized Skills**	**Certifications**	**Software and Programming**
Professional and Technical Services	Customer Service	Driver's License	SQL
	Project Management	Security Clearance	Software Development
	Scheduling	Certified Public Accountant (CPA)	Java
	Budgeting	Project Management Certification	Python
	Sales	Registered Nurse	Oracle
Construction	Repair	Driver's License	Microsoft Project
	Plumbing	Occupational Safety and Health Administration Certification	AutoCAD
	Scheduling	CDL Class A	Quickbooks
	Project Management	Electrician Certification	Accounting Software
	Customer Service	Plumbing Certification	Revit
Transportation and Warehousing	Customer Service	CDL Class A	SAP
	Scheduling	Driver's License	Facebook
	Forklift Operation	CDL Class B	Enterprise Resource Planning (ERP)
	Repair	OSHA Forklift Certification	Word Processing
	Commercial Driving	Department of Transportation (DOT) Medical Certification	SQL
Agriculture, Forestry, Fishing and Hunting	Heavy Lifting	Driver's License	Quickbooks
	Customer Service	CDL Class A	Software Development
	Forklift Operation	CDL Class B	Java
	Repair	Certified Chemical Applicator	Python
	Product Sales	Backflow Prevention Certification	SAP
Health Care and Social Assistance	Patient Care	Registered Nurse	Word Processing
	Treatment Planning	Driver's License	Facebook
	Scheduling	Basic Life Saving (BLS)	ICD-10
	CPR	First Aid CPR AED	SQL
	Data Entry	Advanced Cardiac Life Support (ACLS) Certification	Meditech
Manufacturing	Scheduling	Driver's License	SAP
	Repair	Security Clearance	Enterprise Resource Planning (ERP)
	Sales	American Board for Engineering and Technology (ABET)	Software Development
	Customer Service	OSHA Forklift Certification	Software Engineering
	Forklift Operation	Project Management Certification	SQL
Finance and Insurance	Customer Service	Driver's License	SQL
	Sales	Insurance License	Java
	Project Management	Insurance Agent Certification	Software Development
	Customer Contact	Property and Casualty License	Python
	Scheduling	Life and Health Insurance License	Software Engineering
Real estate and Rental and Leasing	Customer Service	Driver's License	Yardi Software
	Property Management	Real Estate Certification	Oracle
	Repair	Environmental Protection Agency Certification	Salesforce
	Sales	Certified Driver	Word Processing
	Scheduling	CDL Class A	Facebook

Source: Burning Glass Labor Insights, Missouri Job Postings, July 1, 2020 to June 30, 2021

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA[4]. This population must include individuals with disabilities among other groups[5] in the State and across regions identified by the State. This includes—

[4] Individuals with barriers to employment include 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, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

[5] Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

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

ii. Labor Market Trends

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

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

Describe apparent 'skill gaps'.

Population Data

The U.S. Census Bureau estimates that Missouri's population grew to over 6.15 million, up by 0.2% in 2020 from the previous year. This compares to a 0.4% increase for the United States. Sixteen states declined in population from 2019 to 2020.

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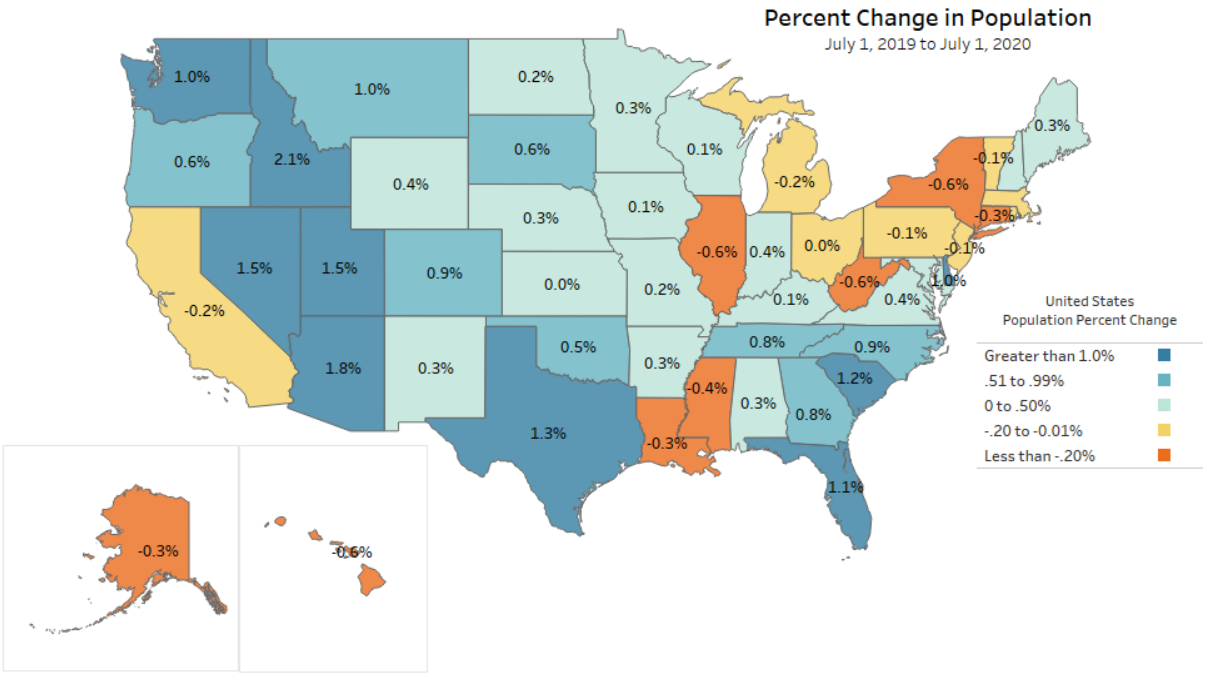
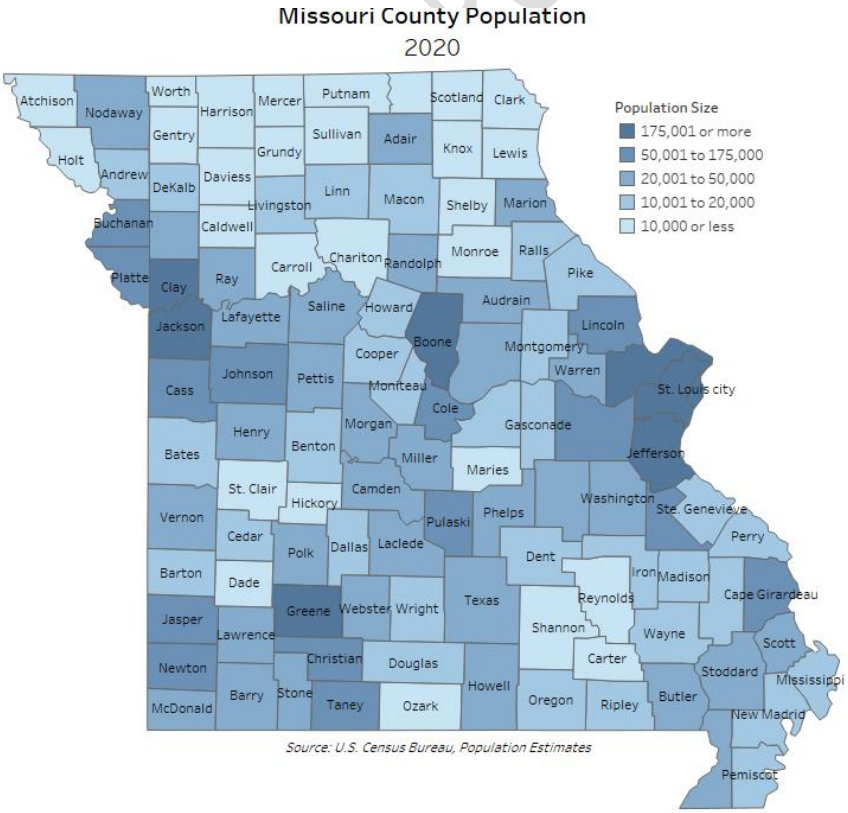
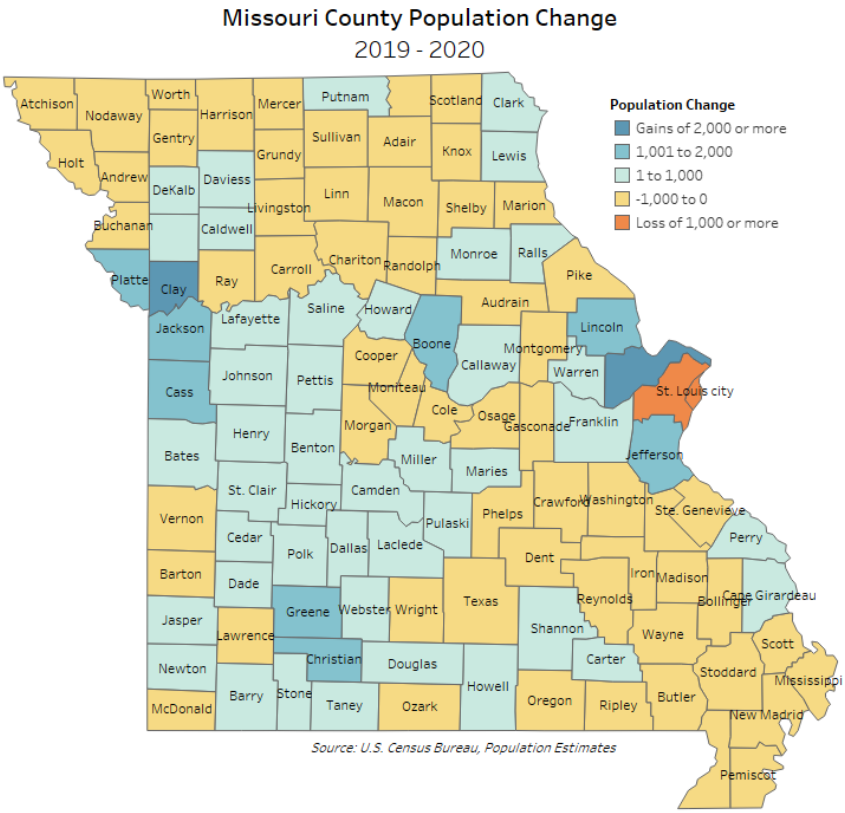


Counties with the largest population are St. Louis County (994,020), Jackson County (705,925), St. Charles County (406,204), St. Louis City (297,645), and Green County (294,997). The county with the smallest population is Worth County (1,953).

Counties with the largest population increase between 2019 and 2020 were St. Charles County (4,579), Clay County (2,941), Boone County (1,907), Platte County (1,806), and Christian County (1,742). St. Louis City had the largest population decrease of 3,242.





Source: U.S. Census Bureau, Population Estimates

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Demographics

In some ways, Missouri's population is similar to the U.S. population. Age group percentages are within one percentage point comparatively. The exception being Missouri's population of residents age 55 and older is 1.5% higher than the U.S. average. The gender composition mirrors the U.S. with 51% female and 49% male.

Race/Ethnicity statistics for Missouri differ from national averages. A higher than average percentage of Missouri residents are white compared to the United States. In addition, the Hispanic or Latino population is only 4.3% of Missouri's total population compared to 18.4% in the nation. Primary languages spoken by Missourians follow a similar pattern. Compared to U.S. averages, more Missourians speak only English while a lower percentage of Missourians speak other languages.

More working age Missourians report a disability compared to the national average. Missouri is also home to more veterans than the national average. The poverty rate for the state is slightly higher than the nation.

Community Services Block Grant (CSBG) demographics are 61% female and 49% male, 72% are White, 21% are Black, 2.9 % Hispanic, 27.8% are disabled, 67% are unemployed, 48.8% have a high school diploma and 51.2% do not have a high school diploma.

Temporary Assistance for Needy Families (TANF) and SkillUP Demographics for FFY '20 - October 1, 2019 – September 30, 2020, are 71% female and 29% male, 64% are unemployed. TANF clients are required to participate in work activities as defined in an individual employment plan (IEP) and participate in employment and training services through the Missouri Work Assistance (MWA) Program. The Family Support Division (FSD) requires providers to make referrals to mental health providers, substance abuse service providers, domestic

violence service providers, support groups, and any other entities to assist recipients find appropriate resources and services to achieve the goal of employment and economic self-sufficiency. The Department of Social Services (DSS) recognizes the need for a mix of treatment and work opportunities and that successful employment for these clients often requires case management and support services.

Demographics for the MWA program show that 90.2% of participants are female and 9.8% are male, 54.1% are White, 40.4% are Black and 15.2% have a disability.

Demographics	Missouri	United States
Age		
Total Population	6,137,428	328,239,523
Under 25 years	31.5%	31.4%
Age 25-34	13.4%	13.9%
Age 35-54	24.2%	25.2%
Age 55+	30.8%	29.3%
Gender		
Female	51%	51%
Male	49%	49%
Race/Ethnicity		
White alone	79.1%	60.0%
Black or African American alone	11.4%	12.4%
American Indian and Alaska Native alone	0.4%	0.7%
Asian alone	2.1%	5.6%
Native Hawaiian and Other Pacific Islander alone	0.1%	0.2%
Some other race alone	0.2%	0.3%
Two or more races	2.5%	2.5%
Hispanic or Latino (of any race)	4.3%	18.4%
Disabilities		
With disabilities for ages 18 to 64	12.7%	10.3%
Veterans		
Civilian Veterans	8.1%	6.9%
Poverty Rates		
Below Federal Poverty Levels for ages 18 to 64	12.5%	11.5%
Languages Spoken at Home (over 5 years of age) Speak English less than "very well"		
English only	93.4%	78.0%
Spanish	1.0%	5.2%
Other Indo-European	0.5%	1.1%
Asian and Pacific Islander	0.5%	1.6%
Other Languages	0.2%	0.3%

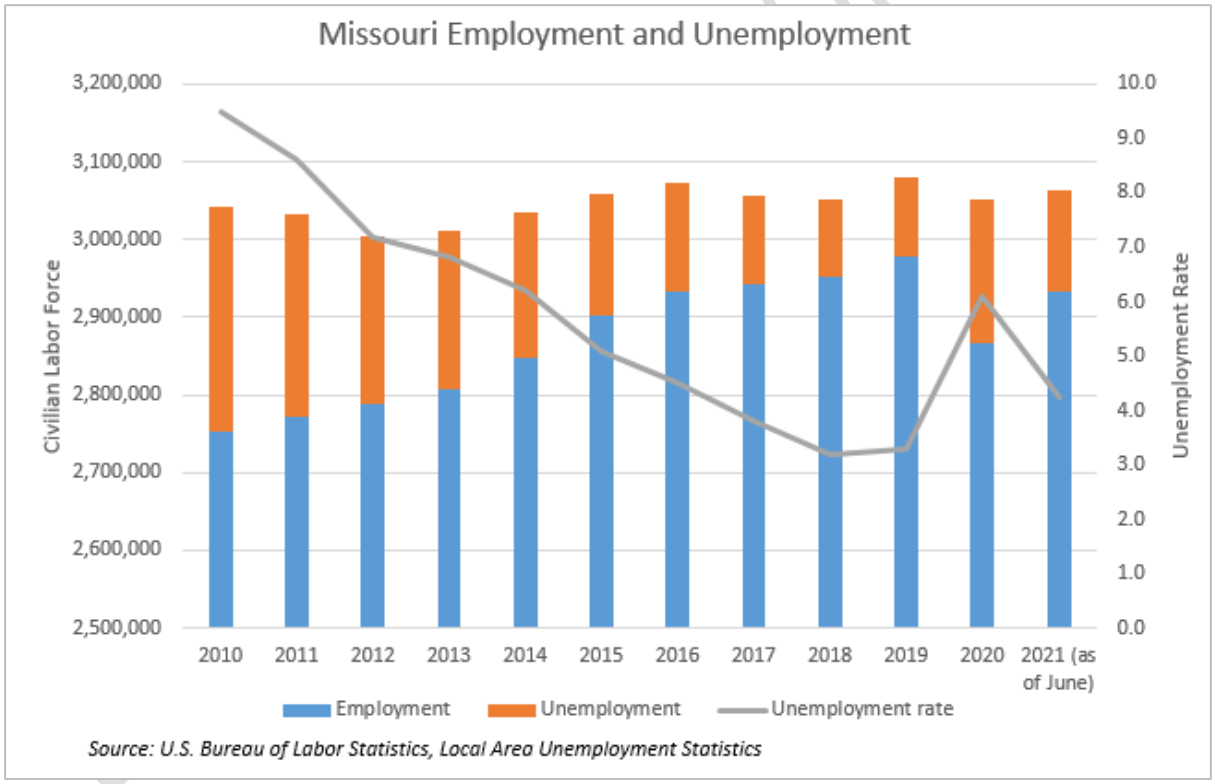
Source: Census ACS 2019 1-year estimates

The programs administered by DSS include the following demographics:

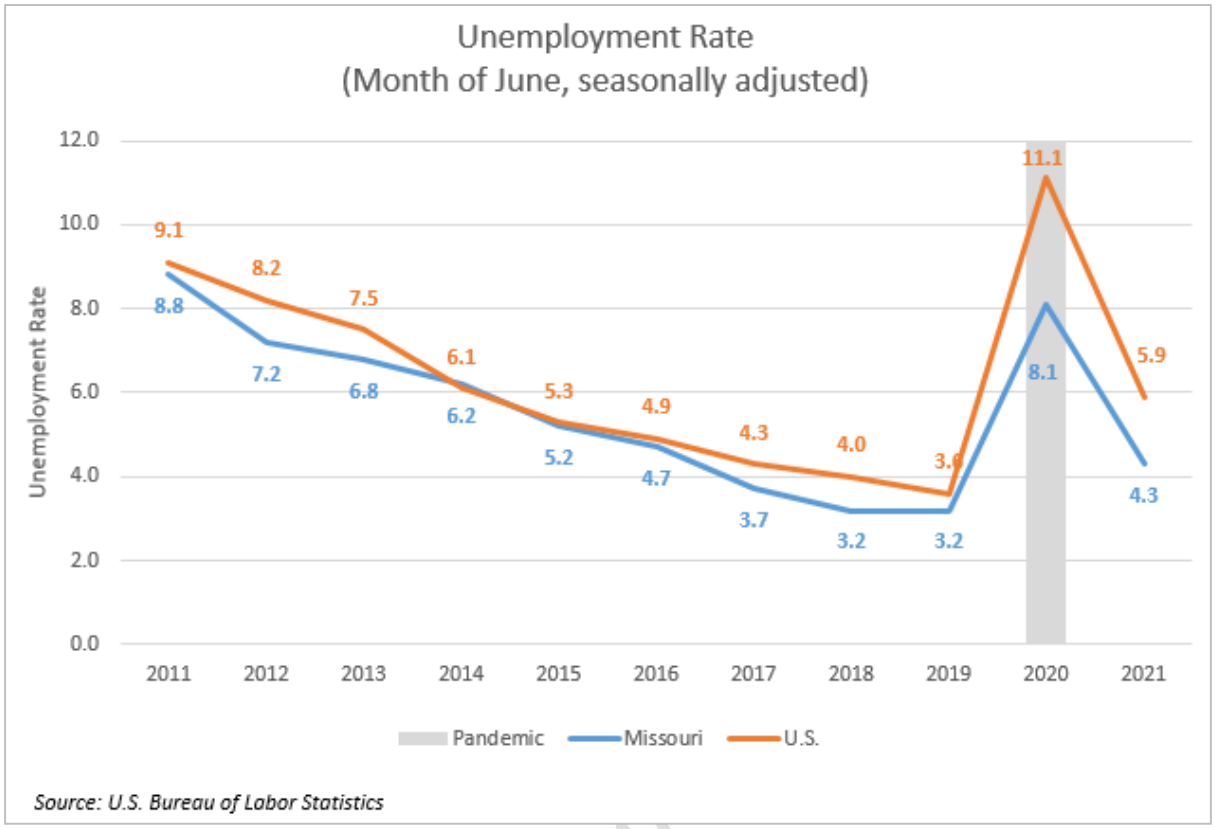
- CSBG participants in FY20 were 61% female and 49% male, 72% are White, 21% are Black or African American, 2.9% are Hispanic or Latino. In addition, 28% are disabled, 67% are unemployed, 49% have a high school diploma and 51% do not have a high school diploma.
- SkillUP participants in FY20 (employment and training program for SNAP) reports are 71% female and 29% male. Overall, there were 657,000 SNAP recipients receiving benefits with 58% female and 42% male. 15% of SNAP recipients are disabled. There are 321,524 households, and 225,143 have some income or 70%.
- In FY20 Missouri Work Assistance Program participants (employment and training program for Temporary Assistance (TA)) are 90% female and 10% male. Of the participants, 54% are White, 40% are Black, and 15% have a disability. Overall, there were 13,839 TA recipients receiving benefits with 58% female and 42% male. 4% of SNAP recipients are disabled. There are 6,038 households, and 251 have some income or 4%.

Employment and Unemployment

The number of Missourians in the labor force has remained relatively steady over the past 10 years at over 3 million, with a decline during 2020 from the COVID-19 pandemic. The number of individuals employed increased steadily until 2019, dropped considerably during 2020, and has begun to rebound as the economy recovers. As of June 2021, there were 2,923,517 employed Missourians.



During 2020, Missouri's unemployment rate increased rapidly due to COVID-19 related shutdowns with the rate reaching a peak of 12.5% in April 2020. During recovery, the state's unemployment rate reached 4.4%by December and was 4.3%in June 2021.



Another measure of the workforce is a comparison of the number of job openings to the number of unemployed people, or more simply stated, supply vs. demand. After years of economic improvement and leveling of supply and demand, Missouri reached peak of over four workers per job opening in April 2020 due to the pandemic. By March 2021, that ratio shrank to less than one worker for each job opening.

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Labor Force Participation

Missouri's population participates in the workforce at a higher rate than the national average. However, the labor force participation rate has been declining in both Missouri and the United States. Labor force participation fell during the pandemic and has not yet recovered to pre-pandemic levels.

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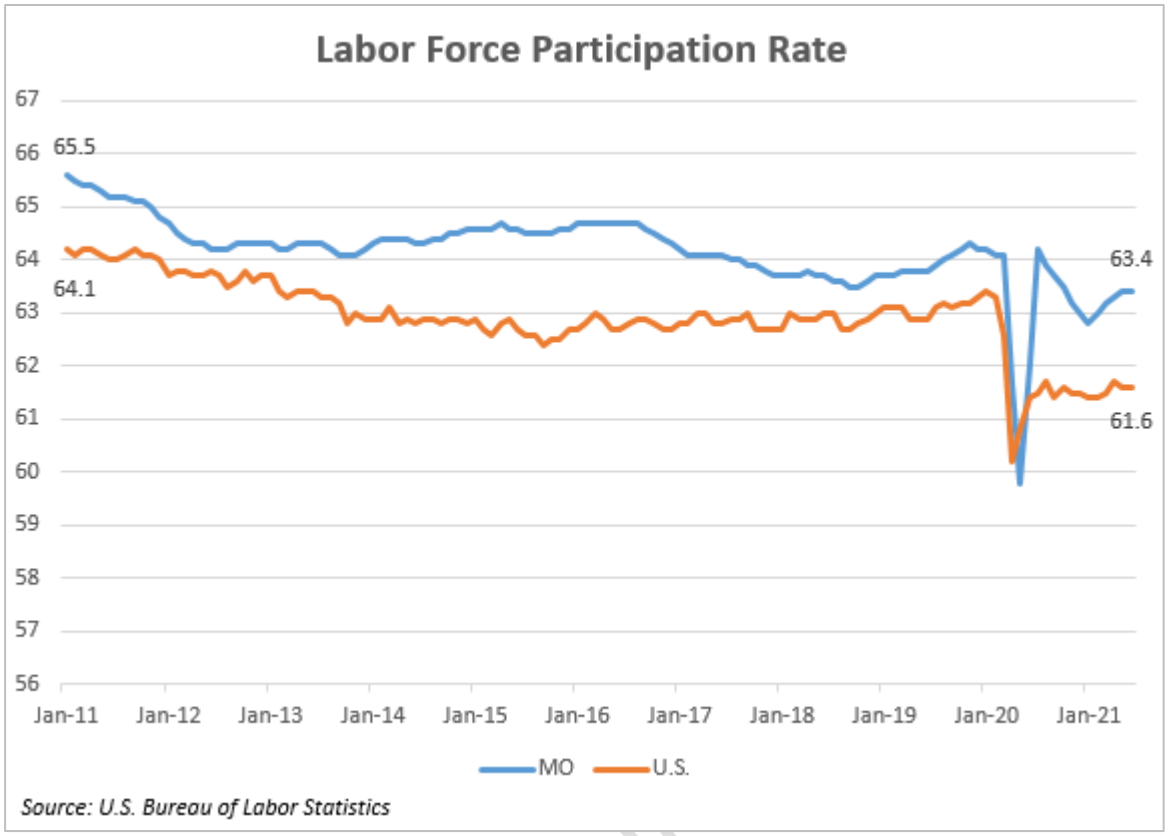

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

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Top Growing Occupations

Over the long term, industry needs for certain occupations grow while others decline. A trained and ready workforce is needed to fill employer demand and offer job seekers bright prospects for employment.

Long-term projections are produced in each state in conjunction with the Bureau of Labor Statistics and provide insight on the occupations that are growing and declining. The annual number of openings account for three different types of vacancies - exits, transfers, and growth. Exits occur as individuals leave the workforce for reasons such as retirement. Transfers occur as a person leaves an occupation to work in a different occupation. Growth means more people are needed to work in the occupation. No matter the reason for the vacancy, skilled workers are needed to fill job openings.

Missouri adds value to the standard projections template by including the ACT Workkeys Assessment Levels typically required for success in each of the 800+ occupations. Since most of Missouri's counties participate in the Certified Work Ready Communities program, the levels help those researching careers find good options based on their personal assessment.

Missouri uses a system of NOW, NEXT, and LATER to categorize the occupations according to the training and education typically required for success on the job. NOW occupations typically require a high school education or less along with short-term training. NEXT occupations typically require moderate to long-term training or experience and or education beyond high school. LATER occupations typically require a bachelor's degree or higher.

While long-term projections offer a solid understanding of longer-term employer needs, job ads help in recognizing the current needs of employers. When projections predict a high number of future openings and job ads show current demand for the same occupation, the occupation may be a good career possibility.

The table below displays the top 20 jobs by the number of projected openings in the NOW, NEXT and LATER categories. The arrow beside some of the occupations represents occupations with an above average number of job ads placed by employers in the last year.

Top occupations in the NOW category with over 10,000 annual openings from 2018-2028 each are Food Preparation and Serving Workers (15,919), Cashiers (13,768), Personal Care Aides (12,217), and Retail Salespersons (11,574). The reason for a high number of openings is turnover within these jobs. Each also had a high number of job ads from July 1, 2020 to June 30, 2021.

Occupations with the highest number of annual openings in the NEXT category are Secretaries and Administrative Assistants (7,069) Heavy and Tractor-Trailer Truck Drivers (5,871); Nursing Assistants (5,076); Restaurant Cooks (4,985); and Bookkeeping, Accounting, and Auditing Clerks (3,565). The top five occupations by the number of projected openings also had a high number of job ads.

LATER occupations with the highest number of annual openings are Registered Nurses (5,525), General and Operations Managers (4,613), Accountants and Auditors (2,866), Secondary School Teachers (1,943), and Elementary School Teachers (1,871). Eleven of the jobs in this top 20 category are also in high demand according the job ads.

Many high demand occupations correspond directly with the high growth industry groups, such as Laborers and Freight, Stock, and Material Movers; Supervisors of Food Prep and Serving Workers; and Registered Nurses. Other high demand occupations cross many industry groups, including Customer Service

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Representatives, Sales Representatives, General and Operations Managers, and Accountants and Auditors.

NOW Top Job Openings - Statewide

Typically requires high school education or less and short-term training

Occupation Title	Annual Openings	Average Annual Wage	Online Job Ads
Food Preparation and Serving Workers, Including Fast Food	**15,919**	$21,110	↑
Cashiers	**13,768**	$22,050	↑
Personal Care Aides	**12,217**	$23,020	↑
Retail Salespersons	**11,574**	$28,030	↑
Waiters and Waitresses	**9,479**	$21,420	↑
Laborers and Freight, Stock, and Material Movers, Hand	**6,985**	$31,360	↑
Customer Service Representatives	**6,723**	$35,020	↑
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	**6,129**	$27,470	↑
Stock Clerks and Order Fillers	**5,226**	$27,320	
Office Clerks, General	**4,951**	$32,600	
Childcare Workers	**4,382**	$23,490	
Maids and Housekeeping Cleaners	**3,720**	$22,640	↑
Construction Laborers	**3,347**	$47,270	
Landscaping and Groundskeeping Workers	**3,155**	$31,400	
Food Preparation Workers	**2,648**	$22,340	
Security Guards	**2,383**	$37,620	↑
Light Truck or Delivery Services Drivers	**2,356**	$35,070	
Receptionists and Information Clerks	**2,224**	$27,550	
Bartenders	**2,089**	$26,480	
Cooks, Institution and Cafeteria	**2,059**	$24,900	

NEXT Top Job Openings - Statewide

Typically requires moderate/long-term training or experience or education beyond high school

Occupation Title	Annual Openings	Average Annual Wage	Online Job Ads
Secretaries and Admin. Assistants, Exc. Legal, Medical, and Exec.	**7,069**	$35,010	↑
Heavy and Tractor-Trailer Truck Drivers	**5,871**	$45,070	↑
Nursing Assistants	**5,176**	$25,930	↑
Cooks, Restaurant	**4,985**	$25,180	↑
Bookkeeping, Accounting, and Auditing Clerks	**3,565**	$38,340	↑
First-Line Supervisors of Food Preparation and Serving Workers	**3,169**	$34,010	↑
Maintenance and Repair Workers, General	**2,990**	$38,200	↑
Sales Representatives, Whls and Mfg, Except Tech and Sci Products	**2,913**	$65,640	↑
First-Line Supervisors of Retail Sales Workers	**2,869**	$43,400	↑
Sales Representatives, Services, All Other	**2,611**	$54,920	
Medical Secretaries	**2,408**	$34,270	↑
Assemblers and Fabricators, All Other, Including Team Assemblers	**2,394**	$37,350	
First-Line Supervisors of Office and Administrative Support Workers	**2,371**	$57,800	↑
Carpenters	**2,143**	$55,220	
Teacher Assistants	**2,106**	$27,220	
Automotive Service Technicians and Mechanics	**1,839**	$43,080	↑
Farmers, Ranchers, and Other Agricultural Managers	**1,812**	$62,850	
Hairdressers, Hairstylists, and Cosmetologists	**1,664**	$28,620	
Electricians	**1,551**	$60,860	
Medical Assistants	**1,487**	$32,260	↑

LATER Top Job Openings - Statewide

Typically requires a bachelor's degree or higher education

Occupation Title	Annual Openings	Average Annual Wage	Online Job Ads
Registered Nurses	**5,525**	$65,130	↑
General and Operations Managers	**4,613**	$105,280	↑
Accountants and Auditors	**2,866**	$70,240	↑
Secondary School Teachers, Except Special and Career/Tech Edu	**1,943**	$54,280	
Elementary School Teachers, Except Special Education	**1,871**	$49,860	
Software Developers, Applications	**1,710**	$93,880	↑
Business Operations Specialists, All Other	**1,585**	$73,500	
Human Resources Specialists	**1,367**	$62,790	↑
Market Research Analysts and Marketing Specialists	**1,334**	$65,360	↑
Educational, Guidance, School, and Vocational Counselors	**1,275**	$50,900	
Substitute Teachers	**1,218**	$27,580	
Computer Systems Analysts	**1,200**	$83,720	↑
Management Analysts	**995**	$81,300	↑
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	**994**	$38,150	
Child, Family, and School Social Workers	**966**	$37,680	
Middle School Teachers, Except Special and Career/Tech Edu	**939**	$55,070	
Financial Managers	**816**	$136,520	↑
Managers, All Other	**813**	$97,820	↑
Securities, Commodities, and Financial Services Sales Agents	**785**	$80,280	
Medical and Health Services Managers	**762**	$113,120	↑

Sources: 2018-2028 Long-Term Occupational Projections, Missouri Economic Research and Information Center and Burning Glass Labor Insight

Educational Attainment

Total educational attainment in Missouri lags the U.S. averages. A higher percentage of Missourians have either a high school diploma or some college education but no degree compared to the national average. However, less Missourians have earned an associate degree, bachelor's degree, or graduate/professional degree than the national average.

The regional economies in the state vary, as do the educational attainment rates in those regions. In general, a greater percentage of the workforce has a high school diploma in Missouri's rural areas than urban, and more have an associate degree, bachelor's degree, or graduate/professional degree in urban areas of the state.

Missouri Educational Attainment Ages 25+						
Region	Less than High School	High School or Equivalent	Some College (no degree)	Associate Degree	Bachelor's Degree	Graduate or Professional Degree
United States	12.0%	27.0%	20.4%	8.5%	19.8%	12.4%
Missouri	10.1%	30.6%	22.2%	7.9%	18.0%	11.2%
Central	11.1%	32.7%	20.7%	7.9%	16.9%	10.7%
Kansas City	8.3%	28.6%	23.3%	7.7%	20.6%	11.5%
Northeast	11.9%	41.3%	20.8%	8.1%	11.6%	6.3%
Northwest	11.0%	40.4%	21.0%	7.2%	13.5%	6.9%
Ozark	9.6%	30.9%	25.3%	7.9%	16.8%	9.4%
South Central	17.3%	40.5%	21.4%	7.4%	8.6%	4.8%
Southeast	15.8%	38.7%	20.9%	6.8%	11.0%	6.9%
Southwest	14.5%	36.6%	22.2%	7.3%	13.4%	6.0%
St. Louis	7.9%	24.0%	21.8%	8.5%	22.2%	15.7%
West Central	12.1%	39.0%	22.2%	8.0%	11.6%	7.2%

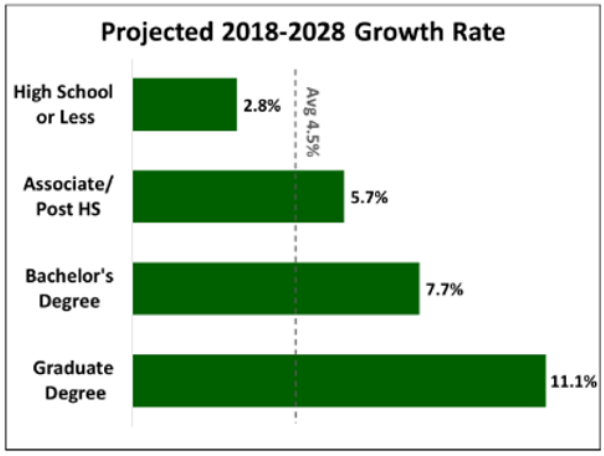
Source: US Census, ACS 2019 5yr estimates

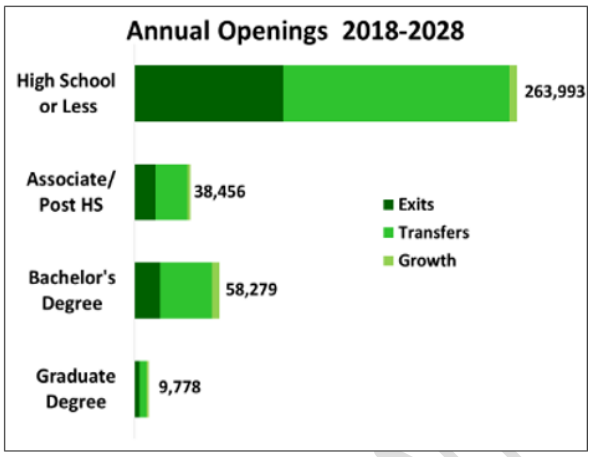
Occupational Projections

Long-term projections are used to identify the fastest growing occupations, as well as occupations with a high number of openings through 2028.

The growth rate of an occupation measures the percentage of jobs added by occupation. According to the projections, occupations requiring a bachelor's degree or more are growing at a faster rate than the Missouri average. .

The projections also predict the total number of openings by occupation. Openings occur for several reasons including growth, people moving into a different occupation, and workers leaving the workforce. No matter the reason, qualified individuals are still needed to fill job vacancies. Most openings will be in entry-level jobs, mostly due to high turnover rates as workers either transfer to another occupation or leave the workforce.





Missouri Workforce 2020 Survey

In July through September of 2020, nearly 700 Missouri companies were surveyed to gauge the state's workforce from the employers' point of view. This marked the second consecutive year of this survey. Companies were randomly selected from a categorized list of businesses queried from the Reference USA employer database. Employers surveyed represented the mix of industries found in Missouri and were equally located in metro and non-metro areas. The questions helped with understanding Missouri employers' hiring trends, skill needs, experience and education requirements, and the impact of COVID-19 on those businesses.

Most employers anticipate maintaining employment levels over the next 12 months. A greater percentage of employers plan to expand employment vs. decrease employment next year, despite being surveyed during the COVID-19 pandemic.

The largest barrier to expanding employment continues to be a shortage of workers with knowledge and skills. The greatest shortages are found in Skilled Trades and Patient Care. In nearly all skills areas, shortages were higher in non-metro areas vs. metro areas. Employers responding to the survey were less likely to consider justice-involved individuals than last year's survey respondents.

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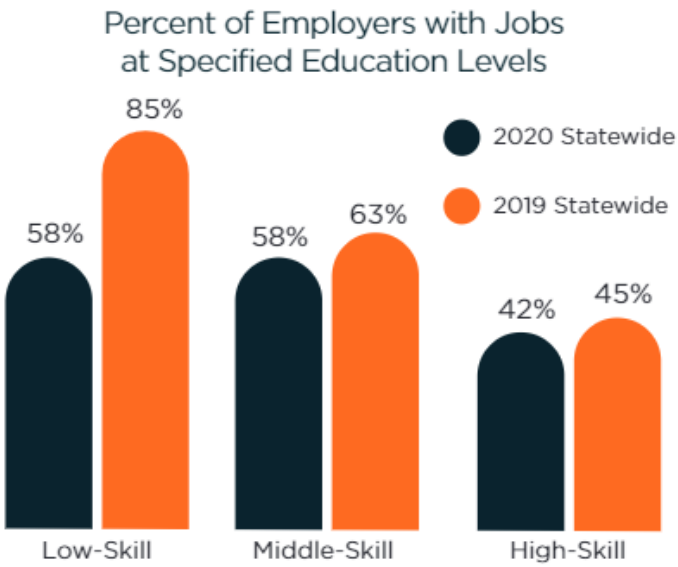

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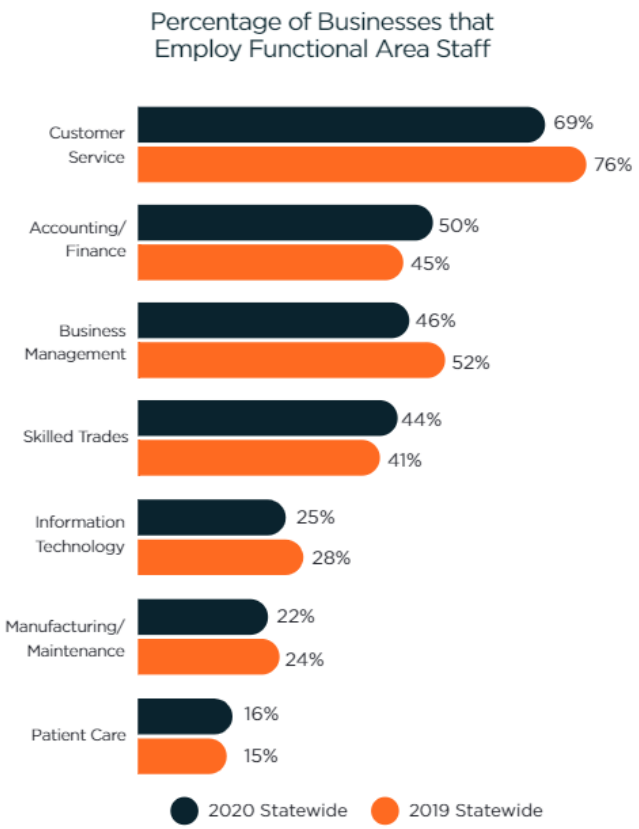
Companies employ workers in a variety of occupations, or functional areas. The companies were asked about employment within those functional areas as a means of understanding the types of jobs Missouri employers have working in their businesses.



Companies indicating they had employees in each functional area were then asked if they were seeing a shortage of skilled applicants in those areas. The areas with the greatest shortages of skilled applicants were Skilled Trades, Patient Care, and Manufacturing/Maintenance.

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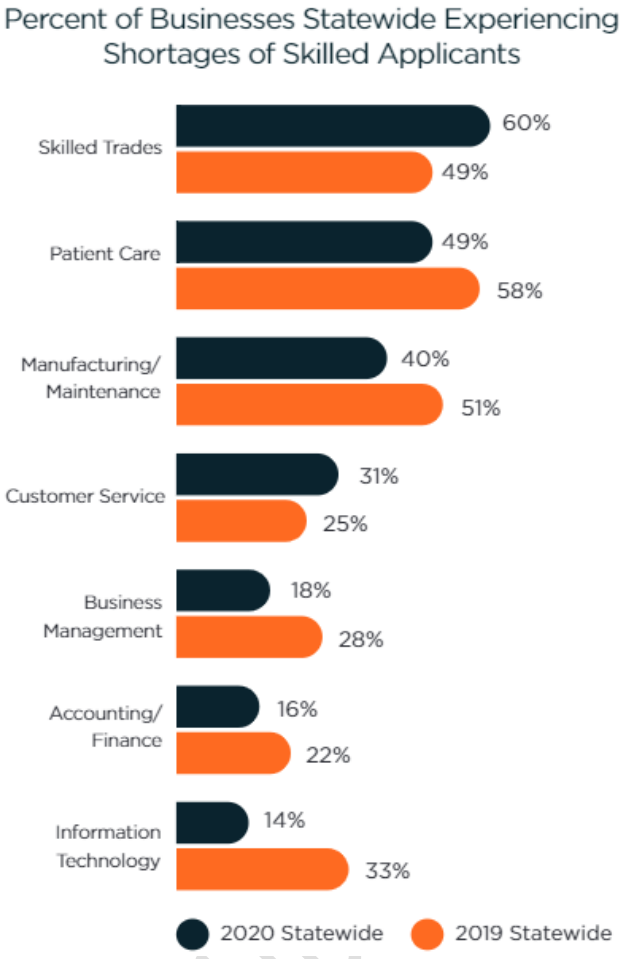

Justice-involved individuals are a portion of the potential workforce for employers. However, individuals who are justice-involved or have difficulty passing a drug screen or background check often have a difficult time finding employment.

Nearly three-fourths of all employers report they require a criminal background check prior to employment. Results were similar for metro and non-metro areas. Of the employers surveyed, 20% stated they would not consider hiring a person convicted of a felony. Half of employers stated it would depend on the type of felony.

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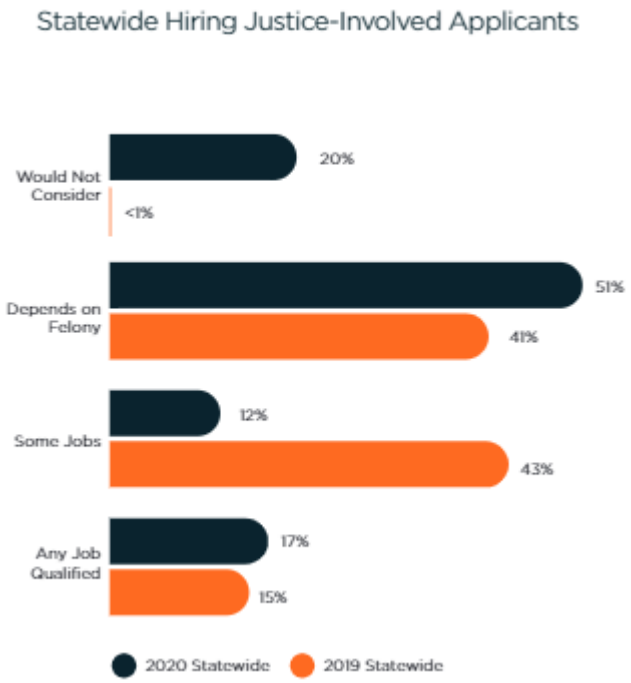
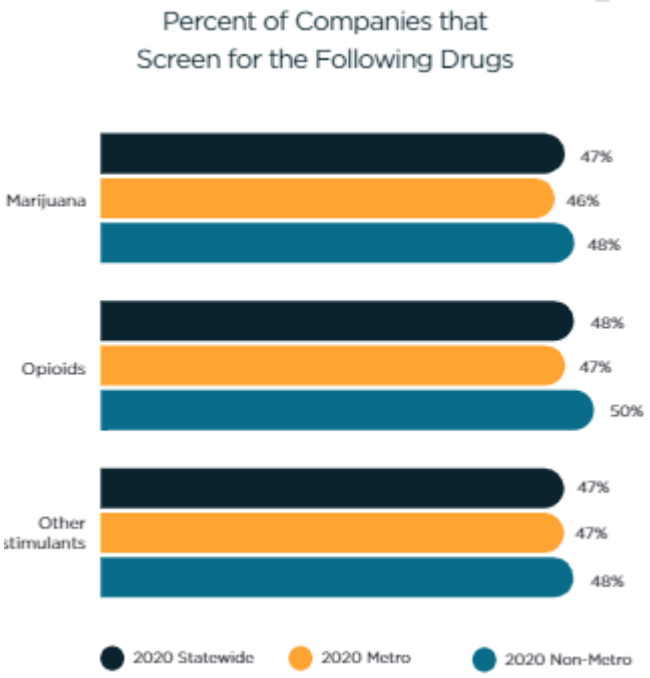


Nearly half of employers statewide, or 47%, screen for at least one drug type with little difference between metro and non-metro employers.



2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]

[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Partner Services

Through a statewide network of job centers and partner organizations, Missouri Department of Higher Education and Workforce Development's (DHEWD) Office of Workforce Development (OWD) coordinates and aligns their partnership with the Department of Labor and Industrial Relations' (DOLIR) Division of Employment Security (DES); Department of Elementary and Secondary Education's (DESE) Adult Education and Literacy (AEL) and Missouri Vocational Rehabilitation (MVR); Department of Social Services (DSS), including Rehabilitation Services for the Blind (RSB), and the Department of Social Services programs including the Community Service Block Grant (CSBG), SkillUP, and MWA. Together the partners provide a robust menu of vital reemployment and support services, including access to skill-building training, National Certification and Career Connections for jobseekers, targeted programs for veterans, youth and the unemployed, and cost-saving human resource assistance and financial incentives for businesses. The partners braid workforce, education and training activities with support services to meet the needs of jobseekers and employers including individuals with barriers to employment and the underemployed.

Missouri has 19 partners that collaborate to deliver programs based on the needs of customers and employers. Referrals are made between partners as needs are identified. Missouri's employment services include, but are not limited to, short-term training, apprenticeships, employability skills, on-the-job training

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(OJT), job placement, resume preparation, interviewing skills, networking, occupational exploration, and retention services.

Missouri's employer services include, but are not limited to, specialized recruitment and customized job fairs, posting open positions, Work Opportunity Tax Credit (WOTC), incumbent worker training, qualified applicant referral, customized employment, apprenticeships, and access to pre-released justice involved individuals and other customers with barriers. Core, combined, and required partners' education and training activities include access and funding for short-term training, high school equivalency, postsecondary education, life skills training, workplace readiness training, and skill based training.

In addition to the above employment, educational and training services, Missouri offers customers an avenue to obtain credentials through testing provided at Missouri Job Centers (MJC). Customers can obtain a National Career Readiness Certification (NCRC) using the ACT skills certification system. The NCRC is used for screening, hiring and promotion, as well as for fulfilling training needs for existing employers. MJCs also play a pivotal role in providing veteran services, one of Missouri's top priorities. MJCs have priority services for veterans. They are served before all other customers. Veterans with significant barriers to employment (SBE) can request to see the Disabled Veterans Outreach Program (DVOP) staff at any time in the process to receive specialized services.

As stated above, services to veterans are a top priority. As advocates for veterans, Missouri continuously pursues avenues to improve their employment outcomes. The State of Missouri engaged in the Employment First State Leadership Mentoring Program (EFSLMP). Missouri has been successful in increasing interagency collaboration, extensive statewide training in best practices for an array of partners, and improvement in employment outcomes for people with disabilities. A goal of this initiative was to expand Employment First activities to include creating pathways for veterans with disabilities to find employment in state government thus making Missouri a model employer for hiring veterans with disabilities.

Employment Services

MJCs offer an array of employment services to adults, dislocated workers, in-school youth, out-of-school youth, and unemployment insurance (UI) claimants. Missouri provides co-enrollment services to leverage resources and provides comprehensive service delivery to customers with barriers to employment. If MJC customers, who are first provided career services through Wagner-Peyser, are ready for employment, staff members are available to assist them with job search and placement. If these customers are determined to need individualized career or training services, they are referred to partners to meet their identified needs.

Unemployment claims are made via Division of Employment Security's (DES) electronic unemployment compensation claim filing website, UInteract at uinteract.labor.mo.gov, or by phone to the UI claims center. All individuals who file for unemployment insurance services are automatically registered and receive information on available jobs that meet their skill set. Self-serve job search on jobs.mo.gov, or any of the other job search engines, is available in the computer labs. Registered customers can speak to staff who will complete an initial assessment to determine the level of services the customer needs.

Adult Education and Literacy

Missouri citizens access Adult Education and Literacy (AEL) activities at local class sites and digitally from anywhere. For eligible individuals, AEL services develop basic skills and academic proficiencies, provide secondary education leading to high school equivalency, offer postsecondary remediation, and deliver English language acquisition in conjunction with civics lessons. Missouri AEL programs incorporate employability skills and workforce preparation into their instruction. Further, using sector strategies identified for each region, specific career pathways and occupational skills are integrated with basic and secondary education. Local AEL program staff focus on leading students to unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency.

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Missouri's adult education program for institutionalized individuals has operated successfully for over 20 years. AEL correctional services include adult education and literacy activities; secondary school credit; career pathways; co-enrollment; and transition to re-entry initiatives and other post-release services to reduce recidivism. DESE AEL funded correctional education programs prioritize services for individuals who may potentially be leaving the correctional institution within five years of program participation. Incarcerated AEL students consistently show a lower recidivism rate than other justice involved individuals.

Missouri partners with employers on the state and local level to address their workforce needs. In addition to the development of workplace literacy programs based on current labor market information, local DESE AEL programs must foster employer partnerships for their Integrated Education and Training programs. In some cases, employers utilize DESE AEL instructors to provide adult education and English language acquisition to their current employees on-site. This allows employers to promote current employees once they have obtained new skills through AEL programming, which is mutually beneficial for the participant and the employer.

Missouri Vocational Rehabilitation

Missouri Vocational Rehabilitation's (MVR) workforce development activities assist individuals with disabilities prepare for, enter into, engage in, advance in or retain competitive integrated employment. These activities include assessments, vocational guidance and counseling, and job preparation activities, such as disability awareness, resume writing and interviewing skills. Additionally, MVR provides eligible individuals with training (OJT, apprenticeships, customized employment, funding for community colleges and universities).

MVR is a key partner and works closely with the job centers to provide vocational rehabilitation (VR) services to eligible individuals with disabilities. MVR has appointed a state liaison to collaborate with OWD, and MVR staff serves as active members on all 14 local Workforce Development Boards (WDBs). The MVR liaison participated in the development of Memoranda of Understanding (MOUs) with all 14 WDBs. These MOUs direct and explain how partners work together to deliver services to individuals with disabilities in the local community.

Through the MOUs with job centers, MVR is the primary referral source from job center partners for individuals with disabilities. MVR counselors visit various MJCs, both full service sites and affiliates, frequently to provide services to consumers in a timely fashion. MVR is available for technical assistance to job center staff regarding rehabilitation technology and accommodations in the workplace.

MVR has offices in each of the 14 workforce regions. Both MVR and OWD are using Missouri Connections as a vocational guidance tool for their clients. Individuals can log into Missouri Connections when working with both MVR and OWD. This eliminates the duplication of clients' records and allows for more efficient and effective services for mutual clients.

Missouri Rehabilitation Services for the Blind

Missouri is one of 22 states with separate agencies that support blind and general vocational rehabilitation programs. Rehabilitation Services for the Blind (RSB) specializes in meeting vocational needs specifically for individuals who are blind or visually impaired. RSB believes that collaboration with stakeholders is essential to maximizing resources and delivering optimum services that forge career pathways through work development activities. RSB works closely with MVR, employers and community partners to coordinate and strengthen its network of services. RSB offers a multitude of services to eligible youth and adults ranging from disability/blind awareness and interpersonal social skills training to career planning and job readiness training.

RSB and MVR have a cooperative agreement for serving individuals who are Deaf-blind. Individuals who meet the Helen Keller definition of Deaf-blind may receive services from both agencies. RSB and MVR staff

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participated in joint training to discuss the cooperative agreement and best case practices developed to outline coordination of services. The cooperative agreement provides an opportunity for each agency to serve individuals with multiple disabilities by taking advantage of the skills and expertise within each agency, while at the same time, utilizing the resources of RSB and MVR to the best advantage.

RSB works with employers through a variety of activities at the local level to identify competitive integrated employment and career exploration opportunities to facilitate the provision of vocational rehabilitation (VR) services and transition services, including transition services for youth and pre-employment transition services. District offices engage in outreach activities meeting directly with employers to identify employment needs and educate employers about the services RSB can offer for existing and new employees. Each district office and the Prevention of Blindness program have a tonometer to screen for the early signs of glaucoma as a service to employers and to promote VR services. Outreach activities are extended to employer health fairs, job fairs, chamber of commerce events, and participating in local workforce development boards (WDB).

The Job Development Program has been upgraded to four Job Developers that serve the entire state. The Job Developers work with the local WDBs throughout the state to provide information and resources to the boards and local employers. The Job Development Specialists receive and distribute job postings to VR staff and assist clients in the development of business plans required for self-employment vocational goals.

RSB participates in the National Employment Team (NET), a one-company approach to serving a variety of businesses through the national network of VR programs. The NET's vision is to create a coordinated approach to serving business customers through a national VR team that specializes in employer development, business consulting, and corporate relations. The NET supports a dual customer base by meeting the employment needs of qualified applicants and support services provided by the VR program. This offers VR agencies a national system for sharing employment resources, best practices and provides business connections. The point of contact from each VR agency is invited to participate in phone conferences to learn more about a specific company's business, their hiring needs and trends, discuss accessibility and accommodations, and their success with VR services in other states.

The Talent Acquisition Portal (TAP) was built for VR and businesses to work together for the success of hiring individuals with disabilities. TAP is an online system, which includes both a national talent pool of VR candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities. TAP is led by the Council of State Administrators of Vocational Rehabilitation and the NET in partnership with disABLED person, Inc., and TAP is supported by the NET, which includes VR business consultants in every state, the territories, and the District of Columbia who can partner and can provide support services to businesses at the national, state, and local level.

TAP services to businesses include posting jobs that will reach all 80 agencies in 50 states, territories, and the District of Columbia; voluntary self-disclosure of candidates; resume searching and geographic availability of candidates; job reporting metrics; compliance reports; preliminary interview capability; online job fairs; printable transcripts; partnership opportunities through the NET; and manual or automated job postings through their application programming interface.

Every RSB counselor and district supervisor have access to TAP and can invite VR clients to enter their information into the system. Counselors can help their client enter information, edit résumés, and send job leads to clients.

RSB's clients are able to access jobs.mo.gov, which is a web-based employment resource for clients and employers maintained by the Office of Workforce Development. This site offers clients career planning and job exploration; self-assessment; and wage data to analyze careers, trends, and growing occupations in Missouri. Clients are able to search for job orders and referral information from employers for job openings that meet their qualifications. Clients can access other job portals through this system, expanding the search outside of Missouri. Employers can also perform a job search for available applicants that match the skills for their specific employment needs and can access information on incentives, business resources, and recruitment.

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RSB has formal contract agreements with community rehabilitation providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work-based learning experiences, task analysis, and job coaching when needed. RSB Pre-Employment Transition Services provide high school age youth with a foundation for the school-to-work transition through employment readiness skills instruction, including workplace readiness training, job exploration counseling, and self-advocacy training. The program is designed to enable consumers to gain the skills necessary to achieve their personal independence and vocational goals by focusing on problem solving and critical thinking, teamwork, communication, professionalism, and networking. In addition to employment readiness instruction, the consumer experiences work-based learning for a period of up to 16 weeks and 120 hours total. During this time, the consumers receive on-the-job training (OJT) and an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer's career awareness, build marketable vocational skills, and support a healthy self-image.

Department of Social Services (DSS) Work and Community Programs

The DSS Work and Community programs offers employment and training services through SkillUP, Missouri Work Assistance (MWA), Jobs for America's Graduates (JAG), Excel Centers (Adult High Schools), Healthcare Industry Training and Education (HITE), Jobs League, and Community Services Block Grant (CSBG). SkillUP and MWA offer a variety of employment and training activities including short-term training, OJT, job search assistance, resume preparation, direct linkages to employers, work experience, and employability skills. Both SkillUP and MWA require performance outcomes, which include employment. These programs blend resources with other agencies and local non-profits.

JAG is offered at 65 school districts and 97 programs to students with at least three barriers, such as poverty, challenging family situations, and a history of personal trauma. JAG offers project based learning, trauma informed care and employer engagement. JAG students are 230% more likely to find full-time employment. For over 40 years, JAG has been able to double the rate of disadvantaged youth securing jobs; nearly double the rate of higher education enrollment and completion; and triple the rate of securing full-time jobs. In Missouri, JAG achieves over a 97% graduation rate. For FY2020, after graduation, 76% of students were engaged in some combination of work, higher education and/or military for 35-40 hours per week.

HITE provided healthcare training, engagement, and wrap-around services leading to employment. HITE case managers, employers, and schools coordinated services to ensure clients were trained in fields they could obtain employment through a participant based service delivery model. HITE and training providers developed curriculums based on employer needs allowing employers to fill critical positions. HITE addressed the issue noted in the Missouri Workforce 2020 Survey of the largest barrier to expanding employment continuing to be a shortage of workers with knowledge and skills in the area of Patient Care.

HITE required participants to obtain an average wage of $12 an hour. HITE measured participants' wages to determine compliance with the grant as well as participants' earnings that led to family supporting employment and reduced the need for government assistance.

The Department of Social Services provides funds to the Workforce Development Boards to administer the Jobs League Program. Previously this program was known as Summer Jobs; however, it now operates year round. This program helps low-income youth, ages 14 through 24 who qualify under Temporary Assistance for Needy Families (TANF), by providing opportunities to gain real-world skills through paid work experience.

Jobs League works with participants to identify interests, build a career plan, write a resume and find a job. Jobs League participants can utilize this program for a maximum of 320 hours earning $10.30 an hour. Participants will be matched with employers that offer a range of positions like retail, child care, food service, cashiers and nursing assistants.

Jobs League measures the number of youth who retain employment with their employer after the program ends and in SFY20 5% of Jobs League participants retained employment.

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The Excel Center is an accredited tuition-free high school that provides adults the opportunity to earn a high school diploma while earning college credits and industry-recognized certifications. The Excel Center provides effective ways to provide adult high school students accelerated learning, opportunities for post-secondary education and career planning. Many students enrolled in this program continue to work full-time as the Excel Center offers a range of participation opportunities through day classes, evening classes, and on-line instruction. The Excel Centers address the child care barrier by providing free on-site day care while students are receiving instruction.

Several Community Action Agencies (CAAs) have employment and training units within their organizational structure, including, Missouri Job Centers (MJC) (hosted by the CAA or co-located with the CAA), Workforce Innovation Act (WIA) Youth Employment programs, Adult/Dislocated Worker Services, career preparation, internships, OJT, mentoring, HiSET, and other supportive services. CAAs administer employment and training programs, share referrals with workforce partners, and coordinate services at the local level.

(B)

Employment Services - Core Partners

- **Adult Program (Title I of WIOA),**
- **Dislocated Worker Program (Title I),**
- **Youth Program (Title I),**
- **Adult Education and Literacy Program (Title II),**
- **Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and**
- **Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).**

Strengths

Governor's Initiatives

Governor Parson is Missouri's 57th governor. His top two priorities are workforce and infrastructure, which support the goals of the Workforce Innovation and Opportunity Act (WIOA). He is committed to developing a skilled workforce for high-demand, high wage jobs and offering educational opportunities through more certificates, apprenticeships and alternative credentialing programs. To accomplish Missouri's goals, he has tasked all agencies to work as a team to align the focus of businesses, the education system, and government. The State Fiscal Year 2020 budget included funding to support this effort and continues to support this WIOA planning period.

Nearly $50 million was invested in education through Missouri Fast Track, Missouri One Start, and Missouri Excels. Fast Track is a new scholarship program, which allows Missourians to receive training in high-demand areas largely taught at community colleges, technical schools, colleges, and universities. In addition, Missouri One Start increases and consolidates the Missouri Works program, aimed at assisting new and existing businesses with upgrading their workers' skills to build out their workforce needs. Further, the Missouri Excels

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program through Missouri higher education Institutions develops and expands employer-driven education, training programs, and initiatives to increase career readiness.

The budget provided $8.7 million in Temporary Assistance for Needy Families (TANF) funds to provide employment and training services to thousands of Supplemental Nutrition Assistance Program (SNAP) (Food Stamp) recipients through SkillUP. In addition, the budget included $4.9 million in TANF funds and $2.1 million in General Revenue to continue and expand funding to Excel Centers, which assist adults over the age of 21 in earning high school degrees and, in some cases, certifications for a number of fields of work. These Excel Centers allow adults to finish their diplomas as well as provide them with job training after graduation. Of the 1,534 unique Excel students in the 2020-2021 academic year, 806 were SNAP participants. . Excel Centers also receive match funding through the Food and Nutrition Service based on their eligible tuition costs for SNAP clients.

JAG is an intensive youth program that serves students who have academic potential, but who face significant barriers like poverty, challenging family situations, and a history of personal trauma. This program helps students graduate from high school and transition into college, military service, or careers. JAG is funded through TANF.

In August 2021 Governor Mike Parson announced plans to deploy more than $400 million in American Rescue Plan Act (ARPA) funds to increase broadband internet access, adoption, and assistance statewide.

This investment in broadband infrastructure will play a critical role in unlocking Missouri's full economic potential and will serve Missourians for generations to come. This investment will increase broadband internet connectivity and access in every corner of the state. Quality internet supports learning, health care, business, and agriculture in today's economy.

The plan was developed through a multi-agency effort designed to address a diverse range of broadband connectivity challenges and is expected to impact hundreds of thousands of Missouri families. The plan will be presented to the Missouri General Assembly in January for appropriation.

Governor Parson also transitioned the Division of Workforce Development from the Department of Economic Development to the Department of Higher Education to ensure additional opportunities for jobseekers and a more skilled workforce. In addition, with the support of the governor, the Department of Corrections (DOC) is designing and streamlining processes and programs that will provide justice involved individuals' rapid attachment to work. There are approximately 18,000-20,000 justice involved individuals released each year. DOC has been the lead agency in overall program design, assessment of current operations, and programs currently offered and engaged a multitude of agencies, non-profits, for profits, and employers. The overall process is being designed to include referrals to SkillUP employment and training providers for SNAP recipients who can also provide a variety of supports. This partnership is a benefit to these individuals and their families, taxpayers, and communities and is intended to reduce long-term dependency on government benefits, reduce the overall cost to taxpayers for benefit programs and incarceration, reduce the need for additional correctional facilities, assist with family reunification, reduce intergenerational poverty, and provide safer communities.

Employment First State Leadership Mentoring Program

Governor Parson is supportive of fully integrating individuals with disabilities into the workforce. He signed Executive Order 19-16 to launch the Model Employer initiative for individuals with disabilities. Missouri was selected to participate in a mentorship program through the U.S. Department of Labor. The program was designed to assist the state in reaching its goal of hiring more individuals with disabilities making Missouri a model employer for businesses and non-profit organizations.

Missouri was one of 11 states selected to participate in the Employment First State Leadership Mentoring Program (EFSLMP). Through this program, the state received support with the development and implementation of Missouri as a Model Employer. Missouri worked with other states and national experts to create the capacity necessary to improve employment opportunities for individuals with significant disabilities.

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EFSLMP participants represented the Governor's Office; Paraquad, a community rehabilitation services provider; Missouri's Office of Administration; Department of Mental Health – Divisions of Behavioral Health and Developmental Disabilities; Department of Social Services; Department of Elementary and Secondary Education – Vocational Rehabilitation; Department Higher Education and Workforce Development – Office of Workforce Development; Governor's Council on Disability; Missouri Developmental Disabilities Council; and the Missouri Chamber of Commerce.

Department of Higher Education and Workforce Development - Office of Workforce Development-Professional Development

Missouri Office of Workforce Development (OWD) continues to improve training for all levels of staff, local workforce development boards, and partner agencies. In 2018 Governor Parson began the Missouri Way program, which focused on developing leadership skills for all staff. Staff also have access to LinkedIn Learning. Within the first three months after hire date, OWD staff complete new staff courses and new partner agency staff are welcome to attend. Staff also learn to utilize Missouri's labor exchange and case management system, MoJobs. It is essential for staff to learn about the organizational purpose, legislative guidelines, products and services, how to access staff and customer information and resources, and how to complete daily employment services tasks.

Partnership and Referral

The strengths of Missouri's workforce development activities are based on the collaboration, cooperation and coordination of the workforce system partners. Partners have developed methods for appropriate referrals by engaging in state and local discussions and utilizing an online directory of resources. Each partner offers unique strengths and the collaboration leads to increased client services through braiding of funding. This braiding allows clients to receive additional wraparound services that may not be available through another partner and affords the client more opportunities in achieving family supporting employment.

The WIOA Steering Committee continues to engage core and combined state plan partners, required partners and stakeholders in conversations and planning regarding service delivery. These discussions continue to lead to further client-focused conversations. For example, many agencies are engaging with DOC to design services for justice involved individuals. In addition, partners are engaging in conversations regarding shared contractors to determine efficiencies that can be gained for shared clients, which better supports these jobseekers.

Employer Services

Missouri provides great opportunities for local job centers to serve employers. Missouri's workforce system uses an integrated partner approach to engage employers and provide resources for them to list jobs, reach qualified candidates and to assist in increasing the skills of the workforce. MJC staff create specialized recruitment fairs for employers and handle all marketing and logistics offering the employer an opportunity to connect with a pool of talented and trained individuals.

The Department of Social Services (DSS) Business Engagement Team in the Community Initiatives Unit meets with employers from around the state listening to opportunities and challenges. Depending on the needs of the business, recommendations are made to state and partner employment and training programs. These types of recommendations include recruiting from pools of talent that may have been overlooked in the past such as clients who are justice involved or clients who have completed SkillUP trainings. Programs like JAG and registered apprenticeships that can help to grow their workforce pipeline are explained and encouraged.

Meetings with employers include sharing resources available to their current workforce facing unforeseen barriers with the goal of keeping them employed. Qualified SkillUP participants may receive services to remove barriers such as clothing allowance, transportation, and child-care assistance along with job coaching or mentoring.

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Missouri employers can advertise their positions at no cost through the DSS GovDelivery subscription list serve that reaches 147,000 jobseekers. In August 2020, this initiative was launched with the first e-mail reaching 1,206 jobseekers. The program has been well-received and appreciated by employers who have reported seeing an increase in applications after information about their open positions and hiring events has been included in the outreach. In September of 2021 thirteen e-mail blasts were sent to the list serve with an average open rate of 15% and an average of 706 unique clicks onto employers hiring sites.

Determining what programs an employer may be eligible to participate in is part of the services offered by WIOA partners. The Work Opportunity Tax Credit (WOTC) can reduce the cost of doing business for employers while helping job seekers find and retain family sustaining employment. WOTC is a federal tax credit available to employer for hiring individuals from specific target groups who face barriers to employment. Employers can hire eligible employees for the following target groups for WOTC participation: individuals who are a member of a family receiving TANF assistance, qualified veterans, justice involved individuals with felony convictions, designated community residents of an Empowerment Zone/Enterprise Community/Renewal Community, Vocational Rehabilitation clients, summer youth employees, SNAP recipients, SII recipients, long term family assistance recipient, qualified long term unemployment recipients. Businesses can earn up to $9,600 in business tax credits per eligible worker and there is no limit to the number of qualifying new hires or total amount of credits distributed per year.

The Missouri Federal Bonding Program is a no-cost, no-deductible insurance coverage beginning the day the bonded employee starts work and ends 6-months later for employers hiring "at-risk" individuals. Qualified "at-risk" employees are defined as individuals who have declared bankruptcy, have a bad credit history, have little/no work history, receive public assistance or are ex-offenders. This program offers employers peace of mind when considering bringing these individuals into their workforce.

Low Unemployment Rates

The historically low unemployment rates continue to lead to additional opportunities for low income individuals with barriers. This provides opportunities for clients otherwise not considered for positions in the past. Some of these populations include justice involved individuals, persons with disabilities, and clients receiving government benefits. The Department of Social Services (DSS) contracted with Mississippi County Caring Communities who subsequently contracted with the Missouri National Guard Foundation to conduct research to determine the reason clients are not engaging in family supporting employment in various cities in Missouri. The results continue to lead agencies in the discussion of strategies to help with transportation, childcare, and extreme poverty. Missouri's low unemployment rate experienced a temporary disruption from the COVID-19 pandemic that is proving to be transitory and is returning to historical norms.

WIOA Implementation

Missouri has worked with core and combined state plan partners from the beginning of WIOA to launch an effective and efficient process in implementing the new law. The process began with training and an MOU among core and combined state plan partners, which has evolved into shared committees, planning, and job center actions. All parties employ a continuous improvement mindset to meet future requirements that keep partners, jobseekers, employers, and stakeholders engaged.

Division of Employment Security

The Missouri Division of Employment Security (DES) administers the state's Unemployment Insurance (UI) program, which pays unemployment benefits to eligible recipients who have lost their jobs due to no fault of their own. The nature of the program, provision of services, and potential benefit payment places the division at the forefront in identifying workers who have recently become unemployed. Regardless of benefit eligibility, through the existing partnership with OWD, all claimants are auto-registered and referred to jobs.mo.gov for job availability and reemployment services through an automated interface. During the unemployment insurance claims process, job history, job skills, and geographical preference information is collected from each claimant allowing DES to provide a list of available jobs from jobs.mo.gov that meet the criteria they have specified in real time. Additionally, claimants are asked if they are a veteran of the armed services. If yes, they

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are referred to OWD for priority reemployment services. Furthermore, select claimants that continue to claim unemployment benefits for a set length of time are referred by DES for enhanced reemployment services as part of the Reemployment Services & Eligibility Assessment (RESEA) program. As part of this program, MJC staff provide tailored enhanced reemployment services to aid each individual in their timely return to work. The RESEA program first targets services to former military and then prioritizes selection of recipients both randomly and those with the greatest barriers to reemployment.

Statewide Convenings

Partners meet to collaborate on regional needs, common interests, and building relationships. DSS Work and Community Programs hosted several state DSS Work and Community Programs will continue to host convenings to bring state agency, community partners, contractors, and other stakeholders together to focus on aligning workforce programs to serve all individuals. As DSS Work and Community Programs focus on local partnerships, additional meetings will occur with regional staff to learn about community needs, removing barriers, and discussing partnerships. DSS Work and Community Programs staff within the region can identify and collaborate on job fairs, employer services and disability education by sharing information with other agencies and partners.

Rehabilitation Services for the Blind

Missouri Rehabilitation Services for the Blind's (RSB) Central Office and six district offices. RSB is currently budgeted for 95 full-time equivalent staff comprised of rehabilitation counselors, teachers, mobility specialists, children's specialists, and support and administrative staff delivering services to individuals who are blind or visually impaired. RSB takes a team approach based on the unique barriers and needs of the individual. Concentration in the area of serving blind and visually impaired individuals affords RSB the capacity to provide tailored trainings and resources to its statewide customer base.

RSB continually evolves with the growth and changing needs of customers and employers. RSB is engaged in pilot projects with MVR, Department of Mental Health (DMH), and community rehabilitation programs (CRP) to expand customized employment opportunities for Missourians with disabilities. The pilot program expanded from the central and southwestern regions to the western part of the state to continue this cross agency approach. It includes training on and employing a new service delivery model designed to create high quality sustainable customized employment services. Engaging these pilot communities creates opportunities for feedback and adjustments made prior to approaching a statewide effort.

RSB is committed to the expansion of pre-employment transition services that provide students the supports necessary to be successful in their independence, postsecondary education, and employment. RSB advocates for early awareness of vocational rehabilitation to minimize gaps and delays from school to post-school activities. RSB counselors and children's specialists leverage their connections with local schools districts and the Department of Elementary and Secondary Education to facilitate the referral process. Counselors work with school districts to identify overlap in educational goals and services and negotiate any necessary cost sharing arrangements. RSB also utilizes community resources, such as local job fairs to disseminate vocational rehabilitation program information including providing technical assistance. Through these collaborations and braiding of services, RSB increases outreach to students and improves student transition into employment.

Missouri Vocational Rehabilitation

The strengths of Missouri Vocational Rehabilitation's (MVR) workforce development activities revolve around its desire and ability to effectively partner. MVR works with a largely unserved or underserved population of individuals with disabilities. As a partner in Missouri's workforce system, MVR can open the door to an array of services for its clients. In turn, MVR brings diversity and inclusivity to the workforce system.

MVR collaborates with core and combined state plan partners, required partners, and other agencies or organizations on the state and local level. The program looks for innovative ways to expand services, which typically involves partnering, as demonstrated by the numerous projects it undertakes. For instance, MVR is participating in new pilots for customized employment, apprenticeships, and justice and foster care involved

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youth. Through these pilots, MVR is working with numerous partners such as OWD, RSB, DMH, public universities, employers, and many more.

Prior to WIOA, MVR had a business liaison dedicated to working with employers and partnering with local workforce boards. With the passage of WIOA, this one position has grown to six business specialists who comprise the MVR Business Team. This team collaborates with all WIOA partners statewide. Specialists participate in NEXUS groups with the goal of connecting all jobseekers with barriers to job or training opportunities. Several workforce regions hold reverse job fairs where employers come to potential employees. The business team plays a key role in these events inviting business partners and jobseekers. The business team has relationships with some employers, which include Nestlé Purina, Cerner Corporation, Olive Garden, and Barnes-Jewish Hospital.

The Department of Mental Health's (DMH) Divisions of Behavioral Health (DBH) and Developmental Disabilities (DD) have been longstanding partners with MVR in assisting eligible individuals seeking vocational rehabilitation services to gain employment. MVR has appointed a DMH liaison, and DMH has representation on WIOA teams consisting of combined partner programs and other partner agencies. In partnership with DBH, Individual Placement and Support (IPS), an evidence-based supported employment service for adults with serious mental illness, has been a focus. IPS requires close program and clinical relationships between local mental health and vocational rehabilitation staff to ensure success.

MVR has a long-standing partnership with community rehabilitation programs (CRPs) in Missouri. These nonprofit CARF (Commission on Accreditation Facilities) accredited programs provide an array of employment services on a fee-for-service basis to assist individuals with obtaining and maintaining competitive integrated employment. The services offered include supported employment, employment skills training, employment services, and Employment Services Plus, which provides specialized services for deaf and hard of hearing, autism spectrum disorder, and brain injury. These services also include job development, placement, on-the-job supports, and retention services to assist individuals with obtaining and maintaining employment. This partnership has grown to 123 service locations in Missouri bringing both statewideness and choice of provider. This MVR and CRP collaboration has been very successful in helping individuals with disabilities achieve their employment outcomes.

MVR has a robust offering of pre-employment transition services for students and youth with disabilities. The Groundhog Job Shadow Month occurs during February and is a collaboration between MVR business specialists, transition specialist from the University of Missouri College of Education, local education agencies and businesses to provide job shadowing opportunities to students with disabilities.

MVR offers a paid six-week summer work experience program for students with disabilities in coordination with CRPs, local school districts, and employers. This has been a successful program growing annually. MVR coordinates summer work experience programs with the Centers for Independent Living (CILs). The CIL Summer Pre-Employment Transition Services programs provide potentially VR-eligible students with disabilities access to job exploration activities, workplace readiness training, and social support and self-advocacy, including peer mentoring.

MVR sponsors students with disabilities to participate in the Governor's Council on Disability Missouri Youth Leadership Forum that focuses on leadership, citizenship, social, and career development skills. MVR is also working with Wonderland Camp, a summer camp for youth with disabilities, on an internship program.

MVR staff, along with employers, local workforce boards, other partner agencies, and CRPs, plan and hold accessibility events. These popular events occur statewide and are well attended by local HR managers, clients, service providers, potential employees, and employers of individuals with disabilities. These events bring stakeholders together for education on employing individuals with disabilities and offer the opportunity to network.

MVR co-plans and presents at the Missouri Rehabilitation Association's (MRA) annual training conference. This event is an example of collaboration activities MVR supports. Session content involves education and training on employment and highlight the extensive collaboration of statewide partnerships, which can help individuals

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with disabilities connect to employment. Featured speakers are partners from OWD, DSS Work and Community Programs, DMH, universities, service providers, and industries such as healthcare. MVR also supports partner collaboration through its attendance and presentations at the Missouri Association of Workforce Development annual conferences.

Adult Education and Literacy

Missouri AEL is consistently a national leader in achieving measurable skill gains (MSG) for the approximately 15,000 students served annually. Local AEL programs reach a considerable volume of Missouri citizens, all with barriers to employment and many through co-enrollment with WIOA partners. Prior to the addition of workplace measurable skills gain to the AEL performance measures in 2021, the percentage of AEL students in Missouri achieving MSG exceeded 64% and did not drop below 60% from 2015-2019. Now that AEL programs can report gains earned through integrated education and training, Missouri AEL forecasts an even higher percentage of MSG attainment with the ability to report gains already being earned through AEL services.

Missouri's local AEL programs have over 150 physical class sites and employ approximately 500 teachers across the state. Many local programs provide synchronous virtual classrooms and asynchronous distance education for students who are not able to attend a class site or would prefer to learning at their own pace. Additionally, DESE AEL sponsors MOLearns, an innovative model that delivers online services to adult students. All of this allows DESE AEL to provide services free of charge to thousands of Missouri citizens for less than $800 per student.

Service Design and Delivery Committee

The Service Design and Delivery Committee, comprised of all WIOA partners and other state agency partners, is tasked with ensuring seamless service delivery throughout the workforce system. The first step in accomplishing this goal was addressing referrals through the creation of an online service directory, Services Navigator. This tool assists partner staff in providing guidance and resources to customers. Launched in July of 2018, the system had over 5,600 users. This project was funded by the Department of Social Services through TANF funds. From July 1, 2020 through June 30, 2021, the Services Navigator had 42,000 users and 2,800 services throughout the state of Missouri.

Business Engagement

Partners listen to jobseekers and employers. Each have techniques for gathering feedback from their customers by asking open ended questions and listening, without an agenda, to the needs, obstacles, and opportunities of each. The feedback received in the Missouri Workforce 2020 Survey guides this process and allows partners to target specific skill sets with the needed training. Information on effective methods to engage customers, needed services, and quality of services are necessary for the development and implementation of employment programs. These are unique to different parts of the state. Agencies divide the state into regions where assigned personnel focus on the specific needs of the area and collaborate among other partners to provide employers and jobseekers the best opportunities to meet their needs. Meeting with counterparts from other agencies strengthens partnerships and provides the best possible customer service to job seekers and employers. WIOA partners' business engagement teams include personnel from OWD, DOC, DSS Work and Community Programs, MVR, and DED working together to assist employers in all regions of Missouri. Partners collaborate to obtain feedback such as OWD's assistance with MVR on business engagement surveys. Combined partners work with other state agencies on collecting feedback to improve services and processes.

Community Services Block Grant (CSBG)

Strengths

Community Action Agencies (CAAs) are in continual contact with their communities and are regularly engaged when employment, disasters, and community planning arise. CAAs' input is highly regarded. Employment Security Corporation of Joplin, Central Missouri Community Action of Columbia, and Community Action Agency of St. Louis County are known for their areas of expertise nationwide.

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CAAs complete a comprehensive Community Needs Assessment every three years by gathering both quantitative and qualitative data. The CAAs, in conjunction with the Missouri Community Action Network, have developed a model tool for collecting and mapping data elements to determine demographics related to needs and other issues. CAAs share their information with WIOA partners and other community partners to maximize resources available to assist in the mission of WIOA.

CAAs are now an employment and training provider for SNAP clients through the SkillUP program, which allows them to offer these services when serving clients that may need energy assistance or other programs they offer.

Weaknesses

CSBG funding is limited and needed for services other than employment and training activities. With the many worthy needs identified and eligible for CSBG funding it can be a challenge to secure the levels of financial support needed to create these robust and braided employment and training programs.

Some CAAs catchment areas are very rural and have limited access for employment support services, such as transportation and childcare assistance. In addition, these areas lack employers that provide steady positions with wage and benefit structures, creating a barrier to family sustaining employment.

SkillUP

Strengths

Temporary Assistance for Needy Families (TANF) funding allowed the SkillUP program to expand from 40 provider locations to 246 statewide. SNAP recipients can be served with these funds. These funds also allow for short-term payment of services to ensure the participant's success such as childcare copayment, housing assistance, and utilities.

The FSD received a waiver from Food and Nutrition Services (FNS) to allow Missouri to accept applications made by incarcerated individuals prior to release from a correctional facility with the date of release considered the date of application. This will allow justice-involved individuals to have food security as well as allowing immediate engagement with a SkillUP provider to enroll in training or find employment, thus decreasing the likelihood of recidivism.

SkillUP and Missouri Work Assistance (MWA) are working towards programs that follow the same basic guidelines and principles while adhering to their respective federal rules. Providers hold monthly conference calls to share information, report on success and concerns, and allow other agencies and partners to provide information on their agency/program.

The DSS Workforce Engagement Specialists reach out to clients to determine if needs are being met on their road to self-sufficiency. The Family Support Division (FSD) Information Centers (Call Centers) and Resource Centers are discussing employment and training programs when clients are completing outbound and inbound interviews. These interviews allow a customized approach matching the participant with the training programs that will best match their interests and passions. Whether the client is in the beginning stages of their job search and needing help with building their resume or have just completed a specialized training earning certifications, the Engagement Specialists are able to steer the course for their clients providing contact information and resources for the next step to family sustaining employment. In an effort to meet people where they are the Engagement Specialists attend hiring events, training events, and community resource fairs introducing themselves to clients and putting a face with the name and strengthening the relationship. The DSS Work and Community Programs participate in the Whole Family Engagement Committee which focuses on action items to serve participants using the whole-family approach.

SkillUP outcomes are focused on employment. Since October 1, 2020, measurements of outcomes have included credential attainment, training, enrollments, and employment. In FY2020, 13,485 SkillUP participants

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were registered for an educational, training, work experience, or on-the-job training component. Of those registered individuals, 11,353 completed the training with an 84.2% training completion rate.

Weaknesses

SkillUP is underfunded by the FNS; therefore, the program is funded with TANF. Utilizing TANF funds for this population results in other projects not being funded. In addition, the total amount of need greatly exceeds the funds available. These different funding streams require an intensive amount of state and local staff time as they pay for different low-income clients and allow for different services.

The transition into Office of Workforce Development's (OWD) case management system was initially a challenge as not all features in the original business requirements were put in place prior to release. To address this, in July of 2021, OWD issued a Statewide Case Note Policy applicable across all workforce programs for entities in OWD's electronic case-management system. Detailed in this policy are directives that require real-time data entry to be created on the date of consultation or service; directs the creation of a Mandatory Initial Case Note for any participant moved to full participation status at the time of enrollment; emphasizes brevity without omitting sufficient details for clarity, accuracy, and appropriateness of the service rendered; and gives guidance on appropriate notations. The DSS Work and Community Programs and OWD continue to collaborate on ensuring the requirements are in place to meet employee and employer needs.

Missouri's rural areas have limited access for employment support services, such as transportation and childcare assistance. In addition, these areas lack employers that provide steady positions with wage and benefit structures, creating a barrier to family sustaining employment.

Currently MWA and SkillUP are in different case management systems requiring provider staff to be knowledgeable of both systems. In addition, the federal performance requirements are not consistent across programs.

Missouri Work Assistance

Strengths

SkillUP and MWA are working towards programs that follow the same basic guidelines and principles while adhering to their respective federal rules. The SNAP and TANF programs, both served by MWA contractors, are steadily moving toward alignment of their employment and training programs. The state agency oversees monthly conference calls with providers to share information, report on success and concerns, and allow other agencies and partners to provide information on their agency/program.

The DSS Work Engagement Specialists communicate frequently with participants to encourage engagement in the program. The engagement specialists have consistent contact with MWA case managers and coaches to discuss a participant's case, address concerns, and share regional information to encourage and ensure successful case management and coaching.

MWA contractors are required to be physically located at a minimum of one Missouri Job Center in each MWA region. Contractors must have a minimum of one physical location in each region and a presence in every county. The DSS staff and MWA contractors are knowledgeable of local resources to assist in removal of barriers.

MWA outcomes are focused on education or credentials leading to employment, unsubsidized employment, and career pathways.

The DSS Work and Community Programs staff are continually enhancing community partnerships and sharing information about work programs. DSS staff attend outreach events to promote employment and training programs at schools, with employers, and at community and hiring events. GovDelivery communications sent through email and text messaging to job seekers advertise these outreach, training, and hiring events.

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Within DSS, the Community Initiatives Unit (CIU) and employment and training programs are a combined unit which allows increased efficiencies, strategies, and a streamlined organizational structure to serve employment seeking Missourians. Collaborations and events with DOC are common and strengthen relationships while informing individuals about benefits and employment opportunities prior to their return to their communities. CIU staff work with local employers in their regions to educate about training and employment opportunities happening throughout the state and how they can go about recruiting from this talented and trained pool of candidates. In collaboration with Vocational Rehabilitation (VR), CIU staff work to identify the employers who could best utilize the skills of VR clients. CIU staff work to address the immediate needs of employers through advertising job openings, hiring events, and training opportunities, and provide information on how these employers can grow their employee pipeline through programs such as Jobs for America's Graduates (JAG) and Missouri Apprenticeship Connect.

Weaknesses

Missouri's rural areas have limited access for employment support services, such as transportation and childcare assistance. In addition, these areas lack employers that provide steady positions with wage and benefit structures, which meets families' needs.

Currently, MWA and SkillUP are in different case management systems requiring provider staff to be knowledgeable of both systems. In addition, the federal performance requirements are not consistent across programs.

Weaknesses

Data Sharing and Integration

While Missouri has made progress in the sharing of data, true data integration is still a challenge. Each partner operates independent systems that do not have the capability to communicate with each other. Governor Parson has encouraged all departments to explore options to share and integrate data through his workforce development initiatives. This has helped spur more discussion and pilot projects around these issues.

Through initiatives such as the Workforce Data Quality Initiative Grant (WDQI) and strong support from the governor's office, there is movement forward in this area. Several core partners have completed a Memorandum of Agreement (MOA) that now allows data sharing of employer information. Work continues on a data warehouse that will allow opportunities to safely share jobseeker information as well.

Missouri continues to develop its State Longitudinal Data System (SLDS) for exploring research opportunities. This SLDS was developed using a USDOL grant from the WDQI. The warehouse remains functional and updated with selected data sets and is governed by an established interagency SLDS data committee.

Workforce System Branding

Missouri is rich in numerous workforce partnerships and collaborations. Partners continue to be successful at braiding services to maximize resources. To capitalize on this success, a plan to market partner services as a combined workforce system would be beneficial to customers as well as partner staff. Public awareness is valuable to the partners' efforts to expand WIOA initiatives. Jobseekers and employers can access the workforce system through any partner allowing for multiple entry points. As such, it would be advantageous to have a branded identity for partners who jointly operate within the workforce system and their available services.

The results of the Missouri National Guard Foundation report indicated clients lack awareness of employment programs such as the SkillUP program. The report cites that clients who are engaged in the program overwhelmingly find it beneficial. The Foundation recommended statewide branding of the workforce system. The WIOA Steering Committee has also been discussing branding. The committee will continue conversations on strategies to promote awareness of workforce services and further explore the benefits of branding. The

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complexity in branding is due to 68 programs within multiple agencies and programs which adhere to different federal requirements. Opportunities to address this challenge are a renewed focus for the upcoming year as a result of the Missouri National Guard Foundation report.

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Missouri possesses great capacity for collaboration among its partners to provide the activities previously identified in (A) above. The state has embraced the vision behind WIOA by including the Department of Social Services as a combined partner along with the integration driven by Office of Workforce Development, Unemployment Insurance, Adult Education, Missouri Vocational Rehabilitation and Rehabilitation Services for the Blind.

The WIOA Steering Committee, comprised of core and combined state plan partners, has already made strides in implementation by assembling teams of appropriate subject matter experts, working through goals and objectives for strategies, and collaborating and accommodating the sector strategies planning.

The Steering Committee continues to develop the knowledge of the workforce system and program expertise of partner staff. This provides key capacity development in training on leadership, customer service, performance measures, sector strategies, career pathways, and service referral models. The Steering Committee intends to instill the learning and cultural implications of sector strategies and career pathways into each of the agencies as well as supporting each other in necessary changes to ensure implementation success.

The years of operating as a WIOA partnership have allowed Missouri to grow in experience and capacity. Many great opportunities, joint programs, and shared beliefs have resulted from the passage of WIOA. For example, partners have a common vision of employer engagement and family supported employment. Monthly Missouri Job Center Connect Statewide Partnership meetings afford local workforce board directors and partners the opportunity to share resources, network, and receive agency updates. WIOA partners attend these monthly meetings, demonstrating commitment to building a stronger workforce system.

Adult Education and Literacy

Based on U.S. Census data (2015-2019) there are over 615,000 Missouri adults (age 18+) who do not have a high school diploma or equivalent. Missouri's AEL currently supports at least 13,000 students annually through 29 service providers. By capitalizing on enterprises with WIOA partners, employers and local agencies, DESE AEL continues to expand its program offerings in areas not previously served. Now featuring a plethora of virtual classroom options, the possibilities for DESE AEL to reach more Missourians is limitless with appropriate resource development.

The optimal prospect for AEL to provide additional services to customers is leveraging funding with other WIOA partners. Secondary funding available to Title I or IV participants can extend existing Title II funding. Individuals working with Missouri Job Centers (MJC) that do not have a high school diploma or equivalent are referred to the local Title II AEL service provider. All Title I classes offered to clients toward a high school equivalency credential must be managed through Title II, Missouri DESE AEL.

Office of Workforce Development

The Office of Workforce Development (OWD) provides a robust menu of vital re-employment services, including access to skill-building training, career connections for job seekers, and human resources assistance for businesses. These services are provided through a statewide network of MJCs and the jobs.mo.gov web portal.

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With the assistance of trained professional staff, MJCs streamline customer flow to provide an expanded product box of valuable career assistance services, including specialized workshops, skills assessments, resume writing assistance, and more. These services equip the state's workforce with the training and skills needed by employers to compete in the 21st century economy. Job centers offer job seekers use of supportive equipment such as computers, telephones, fax machines, and copiers. Businesses may use job centers to seek or interview potential employees, test applicants' occupational skills, or gain access to labor market information.

OWD also provides several innovative, targeted skill-building programs, such as the Re-Employment Services and Eligibility Assessment (RESEA) program for unemployment insurance claimants, specialized job search assistance for veterans, multiple Apprenticeship projects, a nationally recognized On-the-Job Training (OJT) Program, as well as ACT's National Career Readiness Certificate.

Department of Social Services Community & Workforce Team

The Department of Social Services created the Workforce Development Unit (WDU) in March 2018 and changed their name to DSS Work and Community Programs in Spring 2021. While the DSS has administered employment and training programs for many years, this unit's purpose is to laser focus on clients, programs, outcomes, cross-division/cross-department initiatives, and develop sustainable programs that address the needs of Supplemental Nutrition Assistance Program (SNAP) recipients, TANF recipients, and other low-income persons. As of September 2021, there are 332,700 SNAP households and 6,501TANF (cash benefit) households. There are individuals that may choose not to participate due to disability or other circumstances within both of these populations.

The DSS Work and Community Programs will remain client-focused and continue to develop programs that are or will become data driven to show long-term economic impact by providing exceptional services resulting in family sustainability and reduction of intergenerational poverty. The goal of the programs is rapid attachment to work so that families can achieve economic sustainability and reduce intergenerational poverty. The SkillUP and MWA programs offer transportation assistance by providing funds for minor car repairs, and work-related assistance for those that have employment secured but need assistance buying uniforms, work boots, tools, and books.

The DSS Work and Community Programs administers nearly $45 million in employment and training funds and continues to grow as new programs are legislated or developed based on client need. The programs currently include the Missouri Work Assistance program, SkillUP, Jobs for America's Graduates, Excel Centers, Jobs League, and previously the Healthcare Industry Training and Education (HITE) Program. The DSS Work and Community Programs will also administer multiple new decision item programs. The capacity of the DSS Work and Community Programs administers is contingent upon the allocation of TANF and SNAP funding. The department continues to work towards identifying clients across programs for efficiencies to ensure the best programs for the individual are recommended and assistance is provided in enrolling in the recommended program.

The DSS Work and Community Programs continues to pursue data sharing with partners and engage multiple stakeholders and build long-lasting relationships. The DSS Work and Community Programs educates FSD resource centers on employment and training programs, works with the Income Maintenance Call Center to discuss employment with clients, and create partner referrals. The unit engages with the Department of Corrections (DOC) on various projects to ensure shared and low-income clients receive the support needed to ensure success. The unit works with DOC on initiatives including accepting Food Stamp applications pre-release, identifying employers who would employ justice-involved individuals, and a multitude of other projects.

In October 2018, the DSS Work and Community Programs hosted the Focus Federal Funds workgroup, which fostered relationships and encouraged ongoing discussions with multiple state agencies. The DSS Work and Community Programs and employment and training providers began massive outreach to clients. Through Mississippi Caring Communities, the Missouri National Guard Foundation was commissioned to conduct research and worked with other state agencies to share program information with staff to blend funding.

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Many positive outcomes resulted from the workgroup including funding for Truck Readiness Education & Driving (TREAD), which provided funding for non-driver's licenses and birth certificates, working more closely with Vocational Rehabilitation partners.

The Missouri National Guard Foundation completed a qualitative and quantitative report, carried out between August 2018 and June 2019, to determine why clients in certain parts of the state aren't employed. The intention of this report is to identify barriers and develop strategies to assist clients in overcoming barriers and ultimately to increase the number of clients employed. This report was shared with the Focus Federal Funds group, department directors and will be shared with other stakeholders including Local Workforce Development Board Directors. The surveys were conducted in Kansas City, Poplar Bluff and Springfield. Many respondents indicated they were not aware of the SkillUP program, but those in the program had a positive experience. Educating the public about these programs is an ongoing goal of the department. Community resource fairs, hiring events, meetings with local governments, and public special events have and will continue to provide opportunities to share information about the program, building knowledge and understanding.

The key barriers outlined in the report by city include:

Kansas City – Motivated to find work, but they lack transportation. While there is transportation, it is not accessible throughout the city.

Poplar Bluff – Out of all cities, most likely to say they lost a primary income and have taken on a great deal of debt. Are struggling to meet basic needs.

Springfield – Out of all cities, most likely to be tech-savvy young moms in a dual-income household. Need access to affordable childcare.

Potential recommendations by city:

Kansas City – Assist respondents in the logistics of employment including finding jobs near bus routes, budgeting for transportation or navigating bus routes.

Popular Bluff – Provide emotional support groups and debt management classes.

Springfield – Offer childcare at Springfield employee assistance programs.

There are over 70 workforce programs housed in many agencies, so the DSS Work and Community Programs offer interested agencies the opportunity to engage in statewide program branding. Clients can then understand the benefits of the workforce development system as a whole and better understand the offerings and assistance available to them.

DOC is leading the reentry effort and part of this effort includes coordination with OWD, the DSS Work and Community Programs and nonprofits to review, design and streamline processes and programs that will provide individuals, who are justice involved, rapid attachment to work. DOC has been the lead agency in overall program design, assessment of current operations and programs currently offered. The Workforce Development Boards have been providing training/support "behind the walls" in some locations. The DSS Work and Community Programs became engaged in this process regarding the supports that can be provided through TANF funds such as work-related supplies (i.e., work boots, clothing, hygiene, etc.), transportation assistance, and payment to obtain documentation required for employment (i.e., non-driver's license). Since it is likely these individuals will be released without the supports necessary to become self-sufficient, the DSS Work and Community Programs is working toward providing benefits faster upon release (i.e., Food Stamps, cash assistance) to ensure clients can "get on benefits sooner" to "get off benefits sooner." The overall process will be designed to include referrals to SkillUP employment and training providers for SNAP recipients. These providers can provide a variety of supports. This partnership is a benefit to these individuals and their families, taxpayers and communities and is intended to reduce the long-term dependency on government benefits, reduce the overall cost to taxpayers for benefit programs and incarceration, reduce the need for additional

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correctional facilities, assist with family reunification, reduce intergenerational poverty, and provide safer communities.

The DSS Work and Community Programs and OWD educate employers about the Work Opportunity Tax Credit Program (WOTC) and the Missouri Federal Bonding Program. The WOTC Program provides federal income tax credits to businesses who hire employees from specific groups with barriers to employment, including justice-involved individuals. The Missouri Federal Bonding Program is a no-cost job incentive program intended to increase hiring of job seekers and promotion of employees considered "at risk." "At risk" job seekers and employees include justice-involved individuals but also covers those who have declared bankruptcy, have bad credit, have little or no work history, or receive public assistance. This no-cost, no-deductible insurance coverage begins the day the bonded person starts work and ends six months later. This insurance can overcome the fear some employers have with hiring justice-involved individuals.

The DSS Work and Community Programs technical assistance from the Administration for Children and Families through the Integrating, Innovative, Employment, and Economic Stability Strategies (IIEESS) group has ended, but DSS Work and Community Programs still encourages the coaching practices learned during the project. FY 2018's projects focused on understanding coaching models and making changes to space where clients are served to increase their engagement and success. The City of Springfield put this into action using some of the ideas in creating an open space so that clients and the job coaches sit side-by-side to discuss their goals. Appropriate modifications were made in response to the pandemic. FY 2019 focused on program branding, client outreach, and establishing a coaching framework. While the technical assistance has ended, it remains valuable in directing and shaping these coaching models.

The DSS Work and Community Programs will continue to implement programs and projects based on clients' needs, including but not limited to utilizing TANF funding to assist justice-involved individuals, employer engagement, use of the Truck Simulator purchased through Three Rivers Community College, data sharing with DOC to provide aggregate data on the long-term benefit usage of shared clients, analyze the reasons clients are not engaging in employment, focus on initiatives, internal and external stakeholder partnerships, and creation of strategic future plans.

SkillUP

SkillUP has rapidly grown since July 2018 with an infusion of TANF funding. SkillUP increased from 40 to 246 provider locations with the addition of the Missouri Community College Association, Community Partnerships, and Missouri Community Action Agency Network, all of which oversee the operations through multiple entities within their respective network. From October 1, 2019 – July 11, 2020, 13,485 Food Stamp (SNAP) recipients have received employment and training services, an increase of 9,147 since July 5, 2020, through the SkillUP program compared to 8,124 clients who received services from October 1, 2018 – September 30, 2019.

Missouri Work Assistance

Missouri Work Assistance (MWA) provides training, education, and employment preparation for TANF recipients. In addition, MWA provides services to SNAP participants through the SkillUP Program. MWA contractors have the capacity to provide effective coaching and case management services at 96 physical locations, during home visits, or other locations convenient for the participant. The MWA program assists participants in completing an Individual Employment Plan (IEP). Once the IEP is completed the MWA program offers assistance in overcoming many common barriers to family sustaining employment with assistance ranging from assisting with childcare fees to providing funds for tools or uniforms. There are 142 case managers, in addition to auxiliary staff, that provide focused coaching. MWA providers are co-located with at least one Missouri Job Center (MJC) within each region.

Healthcare Industry Training and Education

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The DSS Work and Community Programs received the Health Professions Opportunity Grant, which began the Healthcare Industry Training and Education Program beginning in September 2015. Funding for this program ended in September 2021. Three Local Workforce Development Boards, St. Louis Area on Training and Education, Central Region Workforce Development Board and the Full Employment Council, who operated the program have placed over 1,700 low-income individuals in high-demand healthcare trainings. To date, almost 1,088 participants have completed this training, and nearly 800 have obtained employment with an average wage of $15 an hour.

Community Services Block Grant

The Community Services Block Grant (CSBG) is administered through 19 Community Action Agencies (CAAs) across the state of Missouri to address poverty, its causes, and its effect on the local community. Each CAA determines programming based on an approved community needs assessment, which focuses on providing for specific needs and identifying barriers and/or gaps for supportive services. A minimum of 90% of the funds are distributed directly to the CAAs, with the remaining 10% going towards administrative costs, training, and special anti-poverty programs around the state. CAAs have approximately 3,000 total staff across all programs including CSBG, Low-Income Home Energy Assistance Program (LIHEAP), Low-Income Home Water Assistance Program (LIHWAP), Head Start, Weatherization, and more. Through CSBG funding, eligible participants have to be at or below 125% of the Federal Poverty Level and participate in various types of programs to improve employment, living conditions, and nutrition. CAAs have developed significant networks and partnerships within their regions that allow for maximizing capacity to assist people. CSBG funding helps to build and engage community resources designed to support families in need.

Excel Centers (Adult High Schools)

Excel Centers opened in Springfield, Poplar Bluff, and St. Louis in October 2018 and in Columbia the following year. These centers assist adults over the age of 21 to earn high school degrees and, in some cases, certifications for a number of fields of work. These Excel Centers allow adults to earn their high school diploma in an accredited tuition-free high school. While earning their diploma, students can earn college credits and a variety of industry-recognized certifications in order to increase their earning potential. All four Missouri Excel Centers offer free drop-in childcare centers, transportation assistance, flexible class schedules, extended hours, and year-round operation to support students as they work toward the goal of earning an actual diploma. While adults are participating in the program, they benefit from supportive relationships with staff and a life coach who works with students to find solutions for life's challenges that could hinder progress. During the 2020-2021 academic year 1,534 unique students participated in the Excel Centers programs and a total of 9,123 classes were taken. During this time 57 TANF clients, 806 SNAP clients, and 355 clients of both programs were served.

Jobs for America's Graduates

Jobs for America's Graduates (JAG) is dedicated to helping students who experience significant barriers in their lives to graduate from high school and make positive transitions to postsecondary education and/or a meaningful career. JAG focuses on a set of core competencies that prepare students to succeed in the workforce. JAG consistently achieves graduation rates over 90% for participating students. In 2018, JAG served more than 63,000 students in approximately 1,500 communities in 34 states. Since inception, over 1.3 million students have benefited from JAG. For FY2022, JAG-Missouri is offered at 65 school districts and 98 programs to students with at least three barriers, such as poverty, challenging family situations, and a history of personal trauma. JAG offers project based learning, trauma informed care, and employer engagement. JAG students are 230% more likely to find full-time employment. For over 40 years, JAG has been able to double the rate of disadvantaged youth securing jobs, nearly double the rate of higher education enrollment and completion, and triple the rate of securing full-time jobs. In Missouri, JAG achieves over a 97% graduation rate. For FY2020, after graduation, 76% of students were engaged in some combination of work, higher education, and/or military for 35-40 hours per week.

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Jobs League

Jobs League (formerly Summer Jobs League) offers low-income individuals, age 14-24 years old, the opportunity to gain work experience. During FY2020, there were 1,535 enrollments for work experience.

The Jobs League Program measures the other career center services utilized by participants in conjunction with Jobs League (workshops, trainings). For FY2020, 389 participants utilized wrap around services in conjunction with Jobs League. The Jobs League Program also measures the percentage of participants receiving Temporary Assistance (TA), SNAP, or Medicaid while participating in this program. For FY2020, 74% of participants received TA, SNAP, or Mo HealthNet while participating in Jobs League.

The Jobs League Program measures the percentage of participants returning to education, retaining or gaining employment, or combination. In FY2020, 63%of participants had a positive outcome either returning to education, retaining or gaining employment, or any combination.

Missouri Vocational Rehabilitation

Missouri Vocational Rehabilitation's (MVR) 25 offices provide services in all counties across the state to assist individuals with disabilities achieve successful employment outcomes. With close to 300 vocational rehabilitation counselors, support and administrative staff statewide, MVR maximizes coverage in metropolitan, urban and rural areas. MVR has the capacity to serve all types of disabilities including specialized populations such as deaf/hard of hearing, individuals with autism spectrum disorders and traumatic brain injuries. Annually, counselors work with more than 29,000 individuals with an average daily count greater than 15,000.MVR participates in 14 NEXUS groups across the state. NEXUS groups are a collaboration of WIOA partners with the goal of expanding employment opportunities for people with barriers to employment through the development of business partnerships. MVR expands its range of services through its work with Centers for Independent Living (CILs). MVR partners with 22 CILs located throughout Missouri sharing referrals and providing services to mutual clientele.

MVR is contracting with the University of Missouri (MU), College of Education, to provide assistance with the provision of pre-employment transition services. There are 43 transition specialists located across the state, who collaborate with local education agencies and MVR to provide pre-employment transition services to students with disabilities who are potentially eligible for vocational rehabilitation services. With the MU specialists, MVR can reach students in all school districts.

MVR offers a paid six-week summer work experience program for students with disabilities in coordination with community rehabilitation providers (CRPs), local school districts and employers. This has been a successful program growing annually.

MVR is expanding its capacity through new pilots in several areas such as customized employment, apprenticeships, and peer mentoring for students with disabilities involved in the justice and foster care systems and homeless and housing insecure youth. Through these pilots, MVR is collaborating with numerous partners such as Department of Mental Health, Department of Social Services, Rehabilitation Services for the Blind, CILs, rehabilitation service providers, MU, Missouri State University, OWD, and employers. Braiding services through these collaborations opens opportunities to reach more Missourians with disabilities desiring to work.

MVR and Missouri Assistive Technology (MoAT) have collaborated to develop a cooperative agreement to ensure maximum statewide utilization of services. By establishing a cooperative relationship, MVR and MoAT can increase rehabilitation technology services utilization and understanding by taking advantage of the expertise and knowledge within each agency. The agreement provides a plan for the coordination of services; for using the resources of the cooperating agencies to the best advantage; to provide information sharing, technical support, and training; to facilitate the referral of potential eligible individuals between agencies; and to jointly serve eligible individuals in obtaining rehabilitation technology services. MVR has a director and an

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assistant director of assistive technology who are resources for staff and assist in evaluating assistive technology needs.

Missouri Rehabilitation Services for the Blind

Missouri Rehabilitation Services for the Blind's (RSB) six district offices include a total of 94 staff comprised of rehabilitation counselors, teachers, mobility specialists, children's specialists, and support and administrative staff delivering services to individuals who are blind or visually impaired. RSB takes a team approach based on the unique barriers and needs of the individual. Concentration in the area of serving blind and visually impaired individuals affords RSB the capacity to provide tailored trainings and resources to its statewide customer base.

RSB continually evolves with the growth and changing needs of customers and employers. RSB is engaged in pilot projects with MVR, Department of Mental Health (DMH), and Community Rehabilitation Programs CRPs to expand customized employment opportunities for Missourians with disabilities. Through the use of pilot communities in central and southwest Missouri, this cross-agency approach will include training on and employing a new service delivery model designed to create high quality sustainable customized employment services. Engaging these pilot communities will create opportunities for feedback and adjustments made prior to approaching a statewide effort.

RSB is committed to the expansion of pre-employment transition services that provide students the supports necessary to be successful in their independence, postsecondary education, and employment. RSB advocates for early awareness of vocational rehabilitation to minimize gaps and delays from school to post-school activities. RSB counselors and children's specialists leverage their connections with local schools districts and the Department of Elementary and Secondary Education to facilitate the referral process. Counselors work with school districts to identify overlap in educational goals and services and negotiate any necessary cost sharing arrangements. RSB also utilizes community resources, such as local job fairs, to disseminate vocational rehabilitation program information including technical assistance provision. Through these collaborations and braiding of services, RSB increases outreach to students and improves student transition into employment.

b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

Describe the State's strategic vision for its workforce development system.

2. Goals

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

[8] Individuals with barriers to employment include 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

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who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. Performance Goals

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

1. Vision. Missouri's WIOA partners will make economic self-sufficiency attainable for customers through high-quality services and a fully integrated workforce system.

2. Goals. The partners developed the following five goals to achieve Missouri's vision:

1. Overcome employment barriers.

By design, Missouri agencies are well equipped to assist individuals with barriers. WIOA core partners opted to write a combined state plan to specifically include TANF and SNAP programs, as well as CSBG. This move was meant to leverage partnerships with these agencies and ensure access to serve individuals who are homeless, foster care youth, single parents, those with low-income, displaced homemakers, as well as those who are exhausting their TANF benefits within two years. OWD implements priority of service, which prioritizes recipients of public assistance and other low-income individuals as well as those who are basic skill deficient (including English language learners) for WIOA funding. Additionally, OWD provides priority of service for veterans and their eligible spouses for job training programs, including WIOA funds.

WIOA partners collaborate outside the core and required network to insure a broad scope of services. Core partners have a strong relationship built with the Department of Corrections. This is evident through programs such as the Job Center behind the walls in Tipton, MO, which brings together TANF, SNAP, VR, AEL, and OWD to provide services to justice-involved individuals prior to release.

2. Maximize efficiency and access to services.

Missouri endeavors to eliminate duplication of effort and values cost effective services. Missouri recognizes there will always be a need for additional resources and acknowledges the importance of providing efficient and effective services. Partner agencies are motivated to provide access to quality services for the greatest number of customers.

3. Develop career pathways.

Workforce customers often have needs that require multiple supports to overcome barriers and develop skills necessary to enter and excel in the job market. Missouri maintains a network of support services for

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customers to use, as and when needed, to aid them in achieving their employment goals. This network of support services forms the foundation of Missouri's approach to career pathways.

4. Place a strong emphasis on employment retention.

Missouri leverages required partners' services to focus not only on clients return to work, but also to empower clients with the knowledge and skills to maintain successful employment. It is unlikely that entry-level positions yield enough income for an individual to become self-sufficient. Research indicates that on-going education and training supports greater job satisfaction and employee retention. In addition, up-skilling while employed can improve employees' opportunities for career advancement. Missouri is committed to providing education, training, and resources to gain stackable credentials and skills that will help customers retain employment and advance within their chosen profession.

5. Engage employers to meet their needs.

The Missouri workforce system is employer-driven; therefore, customers are prepared for the existing job market and future economic conditions. Matching skilled labor to employer needs promotes self-sufficiency of the state's workforce and spurs economic growth. The state listens to the needs of current employers and develops engagement opportunities with new businesses.

3. Performance Goals. See Appendix 1 for Missouri's "expected levels" of performance outcomes relating to the performance accountability measures.

4. Assessment. The core and combined state plan partners are involved in assessing the overall effectiveness of the workforce development system as well as determining how to best use the results in pursuit of continuous improvement. The assessment includes the utilization of data to identify the efficacy of initiatives implemented to meet the goals, a review of governmental structure and policies, evaluation of interagency partnerships and an investment in shared technology. Missouri's goal for assessment is to ensure a statewide demand-driven workforce system.

The WIOA Steering Committee, composed of representatives from each core and combined state plan partner, provides reports about the status of WIOA implementation and its progress on performance measures to the State Workforce Development Board. These reports are provided on at least a quarterly basis.

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c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship.

“In-demand industry sector or occupation” is defined at WIOA section 3(23)

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2)

The passage of WIOA highlights the importance of coordinating and aligning programs. Partnering is key. Through partnerships, Missouri strives to offer a combination of services to meet the employment needs of individuals and employers.

Missouri’s WIOA partners developed strategies to build sector partnerships in demand-driven industries throughout the state and collaborates with those partners to define career pathways that lead to self-sufficiency.

Of Missouri’s six strategies to achieve the strategic vision and goals, the first three are strategies the state uses to implement industry partnerships and career pathways: Utilize Partnerships to Provide High-Quality Customer Service, Create Sector Strategies, and Develop Career Pathways. With these strategies, Missouri aligns the activities of the core and combined state plan partners and required and optional one-stop partner programs.

Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service

Each WIOA partner is committed to providing the highest quality customer service possible. This is evident in the way Missouri’s customer service methodologies are used as models across the nation. WIOA contains many of the initiatives that Missouri has already undertaken but also reemphasizes the need to continue to look for ways to enhance customer service with a focus on improving co-enrollment and braiding services. Missouri’s WIOA partners will continue to:

• develop strategies to better communicate to employers, workers and job seekers about all partner services available through the workforce system. Workforce system partners work with employers individually to determine which specific training programs provide them a pool of trained candidates specific to their industry. Workforce system partners regularly listen to the needs of local employers to ensure training programs address the current market. Communication to job seekers is evaluated to determine the most effective means of delivery. Enhanced coordination of services include co-location, knowledge of other services, better communication, and leveraging supportive services provided by mandatory partners. Missouri is establishing a statewide “branding” for our workforce system to reinforce and elevate messaging;

• increase communication and collaboration between education, workforce boards, and economic development agencies as it specifically relates to industry supply and demand of the needed talent pipeline;

• identify barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the workforce system; and

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• support low-skilled adults, youth, and individuals with barriers to employment with workforce development activities, education and supportive services to enter or retain employment.

Strategy 2 - Create Sector Strategies

Missouri recognizes effective sector-based strategies are data driven, regionally designed, and guided by business and industry. It also requires an openness to a new way of doing business and new levels of cooperation among stakeholders in workforce, economic development, and education. Missouri continues to expand efforts to ensure that the entire state is developing and implementing a more systematic and streamlined approach to sector strategies, while allowing regional flexibility in service design and delivery.

Missouri continues to assist regions in developing sector strategies. Through data analyses of local economies, regional workforce teams identified target sectors, completed self-assessments and regional Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of resources. The top-targeted sectors include:

• Diversified/Advanced Manufacturing

• Healthcare

• Information Technology

• Transportation, logistics, and warehousing

Missouri strives to collaborate with these demand industries and cultivates a talent development system by aligning the resources of all partners to create meaningful career pathways, such as registered apprenticeships, for a range of workers and skill levels. By developing strategies and career pathways within demand-driven industries and by effectively collaborating and communicating with industry and workforce partners, Missouri ensures a qualified, educated workforce that allows industries to continue to grow and thrive.

Through the Talent for Tomorrow and Best in Midwest initiatives, which not only looked at LMI but also took into account regional stakeholder input, updated industry sectors identified were:

• Finance

• Healthcare

• IT

• Agriculture

• Education

Strategies have been developed to provide effective outreach to and improved access for employers, workers, and job seekers that could benefit from services provided through the state workforce development system.

Strategy 3 - Develop Career Pathways

Career pathways are designed to be a partnership between industry and education at the secondary and postsecondary levels and forge important links to strengthen local economies. It includes rigorous academic and career courses beginning in high school and leading to an associate's degree and/or an industry-recognized certificate and beyond. Through sector partnerships, Missouri develops career pathways that align with the skill needs of industries and be a catalyst to assist individuals entering or advancing within a specific occupation. Through our workforce system, individuals receive education, training, and other services to meet the particular needs of individuals. Missouri recognizes that education and training are clear paths to better careers.

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Ideally, it is optimal to first obtain all the needed education and skills and then find a career. Missouri realizes that there are also clients who require concurrent and in some cases consecutive sessions of education and skill attainment with employment. Missouri offers multiple entries and exit points for clients who need additional skills and employment to reach a self-sufficient career. Missouri continues to support WIOA's focus on low-income adults, youth with limited skills, individuals who lack work experience, or face other barriers to economic success. Through WIOA partners, Missouri ensures that all eligible individuals, including those with disabilities, acquire marketable skills to secure self-sustaining wages and careers in high growth occupations.

Missouri's workforce system has a "no wrong door" model offering individuals multiple entry and exit points. This allows individuals to acquire the additional skills necessary to retain employment or advance in their careers. Missouri ensures, through the WIOA partners, that all eligible individuals, including those with disabilities and other barriers, acquire marketable skills to secure a self-sustaining career in high growth occupations.

(2) Strategy 4 - Leadership from Core Partners to Move Forward on Missouri Goals

Missouri provides progressive leadership at the state level to effect change. In order to align the combined programs, Missouri sets the stage by creating committees at the state level where each of the partners are represented. The committees establish policy at the state level as well as provide guidance to the local partners to carry out the WIOA state vision.

To align with the governor's cabinet-level workforce development committee, the Missouri Public Workforce System Council was established. The council is comprised of sub-cabinet level positions representing the core and combined state plan partners.

Missouri also has a statewide WIOA Steering Committee, comprised of core and combined state plan partners. The Steering Committee works to achieve the state's vision and goals for Missouri's workforce development system. To assist in accomplishing this mission, subcommittees were created to align core and combined state plan partners and strengthen workforce activities. The Steering Committee oversees the subcommittees to ensure successful WIOA implementation. The committees are Service Design and Delivery; Employer Engagement; Youth Services; Technology, Data and Outcomes; One-Stop Certification; and Infrastructure Cost Sharing. Each of these inclusive committees is co-chaired by partners to guarantee quality service delivery.

Several examples of Missouri's work on coordination and alignment activities can be found in the work of the subcommittees. The Youth Services Team created a webinar series for cross training of multiple agency personnel. Core and combined state plan partners and required and optional one-stop partners are represented on the team. They produced presentations describing their respective agencies and services. The five-webinar series wrapped up with a team-designed partnering tool entitled Best Practice Guidelines for Regional Collaboration. The Employer Engagement Team is comprised of core and combined state plan partners along with required and optional one-stop partners. This team is working on a business summit and a resource guide for employers. Team members are connecting through recruitment activities. Other teams are participating in activities focused on the coordination and alignment of workforce partners such as branding, data sharing and enhancements to the Services Navigator.

The Division of Employment Security's (DES) Unemployment Insurance program continues to maintain a strong partnership with OWD. Together they provide the leadership and strategic direction for the development and implementation of reemployment strategies to assist customers to return to gainful employment as quickly as possible through timely referral and provision of reemployment services.

The DSS Work and Community Programs hosted the Focus Federal Funds workgroup, which fostered state agency relationships and encouraged ongoing discussions with multiple state agencies. The DSS Work and Community Programs and providers:

• began massive outreach to clients through email and text message;

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• commissioned the Missouri National Guard Foundation to conduct research;

• worked with other state agencies to share program information with staff to braid funding;

• built long-lasting relationships that benefit both DSS Work and Community Programs and other partners;

• educated Resource Centers on employment and training;

• worked with the Income Maintenance Call Center to discuss employment with clients and create partner referrals; and

• engaged with the Department of Corrections (DOC) on various projects to ensure shared and low-income clients receive the supports needed to ensure success, multiple initiatives, accepted SNAP applications pre-release and a multitude of other projects.

The DSS Work and Community Programs and providers continue to pursue data sharing with partners and engage multiple stakeholders.

Strategy 5 - Create Environments that Foster Local Partnerships

Missouri continues to create opportunities where representatives from all partners can meet to discuss their services, needs, and design new ways to collaborate. This has proven to be one of Missouri's most effective strategies to create alignment across agencies. Focusing on the five state goals, multiple meetings continue for local partners to learn about available services and foster partnering opportunities.

Missouri Vocational Rehabilitation (MVR) brings to the table expertise regarding working with youth and adults with disabilities to overcome their barriers. MVR serves on all local WDBs. MVR staff lead the disability subcommittees established by the local Workforce Development Boards (WDB)s. MVR has been engaged with local sector strategies planning as well.

Rehabilitation Services for the Blind (RSB) plays a key role in many WIOA state initiatives offering expertise in the field of serving blind or visually impaired individuals with barriers to employment. RSB serves on a team charged with reviewing and offering guidance on the process and criteria for evaluating and certifying Missouri Job Centers (MJC) under WIOA. The team is comprised of core partner representatives who examine the certification criteria to ensure it is a comprehensive and pragmatic approach to determining customer satisfaction, physical and programmatic accessibility, and continuous improvement.

Monthly Missouri Job Center Connect Statewide Partnership meetings afford local workforce board directors and WIOA partners the opportunity to share resources, network, and receive agency updates. WIOA partners attend these monthly meetings, demonstrating commitment to building a stronger workforce system. The DES Unemployment Insurance program continues to foster a strong partnership with OWD through a shared goal of assisting customers who have been separated from employment in gaining the necessary skills and guidance to return to gainful employment as quickly as possible. Through real-time referral during the Unemployment Insurance claim filing process, customers gain ready access to available employment opportunities that may meet their identified needs and skillsets. Every customer receives updated information each week, and a request for benefit payments is made. They may also receive enhanced reemployment services if eligibility requirements are met, and they are selected for participation in the Reemployment Services & Eligibility Assessment (RESEA) program. The RESEA program targets services to former military and prioritizes selection toward recipients who may be subject to greater barriers to reemployment.

The DSS created a Workforce Development Unit and the Community Initiatives Unit to laser focus on the employment and training needs of the hundreds of thousands of clients by concentrating on collaborations, employer needs, and current job openings. Team members are located throughout the state to address the diverse and local needs of all Missouri employers. The SkillUP program received TANF funding, which allows an underfunded SNAP employment and training program to provide services to numerous clients who would not have been able to fund their non-credential programs. The certificates and accreditations received by SkillUP participants increase marketability to a range of employers. The DSS is comparing its program outcomes to

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WIOA outcomes to determine alignment opportunities. Providers engage in WIOA cost sharing and assist shared clients through blended funds. The DSS Work and Community Programs serve on local WDBs, which allows the DSS to build relationships with the boards, local employers and other public and private agencies.

Where possible, Title II, Adult Education and Literacy (AEL) program directors serve on the local WDBs. Additionally, AEL directors and program staff participate in the Missouri Apprenticeship Team meetings, regional meetings with MVR Business Services, local WDB meetings, and other regional opportunities with partner agencies. A co-location of service providers exist between AEL and local WDBs, Career and Technical Education (CTE), and other partner agencies to ensure seamless delivery.

Strategy 6 - Devote and Reallocate Resources that Generate Partnerships

Missouri is committed to using resources to benefit mutual customers and provide funding to encourage partners to work together. Missouri is committed to finding connections between core and combined state plan partners, required partners and additional partners in each region. Missouri's core, combined state plan, and required partners are reallocating resources to create environments to foster partnering.

MVR assists individuals with disabilities in preparing for, obtaining, retaining, and advancing in employment. MVR provides this same expertise in working with employers. MVR operates under the Department of Elementary and Secondary Education (DESE) and has a strong partnership with local school districts including career and technical education (CTE) centers. MVR devotes and reallocates resources to strengthen and generate new partnerships. For example, it has conducted training on services to youth with local job center staff and MVR staff in St. Louis, one of the largest metropolitan areas of the state. MVR meets with Division of Youth Services to collaborate and offer pre-employment transition services and vocational rehabilitation services. MVR works with the DSS to connect with SkillUp subcontractors to strengthen their referral activities and statewide collaboration.

Title II local programs dedicate resources to an advocate position, which assists students in connecting with WIOA partner agencies for supportive services, employment, and postsecondary assistance.

The DSS Work and Community Programs has set aside funding from the TANF budget for various Department of Corrections' projects. Offenders nearing release from prison may complete job interviews at prison hiring fairs or through video conference and secure employment offers before release. Missourians can walk out of prison and onto the job site. The DOC reentry team formed partnerships with more than 300 employers throughout the state who are willing to hire Missourians with felony convictions. The goal of the projects are to increase employment and training opportunities and promote productive, law-abiding conduct after release to the community. As projects are initiated, partners are invited to discuss resources and grant opportunities, which allows for additional projects and programs. In addition, the DSS WIT and MVR collaborate to ensure clients who are on SNAP receive SkillUP services to reduce the MVR wait list and allow additional clients to be served. Lastly, the DSS WIT continues to engage in discussions regarding employers' and clients' needs to develop innovative programs and projects that discuss these regional, systemic, and generational barriers.

The DSS Work and Community Programs utilizes resources within the department to share community and partner agency information. The DSS Work and Community Programs built an email subscription list with over 147,000 subscribers that advertises job openings, hiring events, resource fairs, community resources, and state agency services. The email utilizes a custom template that allows individuals to locate additional links such as the Missouri Service Navigator, Missouri Resource Guide, and the department's online Calendar of Events webpage. Additional targeted outreach is utilized to advertise special events in certain parts of the state through a contracted text messaging system. Individuals receiving benefits and approved department communication may receive text messages of local events and community resources. Both methods of communication allow DSS Work and Community Programs to collect data on open and click rates

With a shared goal of returning the unemployed to gainful employment as quickly as possible, DES and OWD continue to devote resources to achieve improved outcomes for reemployment and shorter unemployment duration. Resources provided involve monetary and staff resources to support the provision of services,

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considerable information technology resources (internal and contracted), data sharing to build and improve linkages between the two agencies, and applications for tailored customer service and enhanced self-service functionalities.

Alignment for all of these is achieved through collaboration, staff support of committees, and accountability to the State Workforce Board.

Strategies to Strengthen Workforce Development Activities

The above strategies were developed to implement Missouri's vision and goals. These strategies strengthen workforce development activities while addressing weaknesses identified in the Workforce Development, Education and Training Activities Analysis section.

Data sharing and integration is challenging due to the differences in agency data systems and federal law. Missouri continues to work on this issue through the Technology, Data, and Outcomes subcommittee. Core and combined state plan partners are represented on the subcommittee. They share information on their case management systems with the goal of aligning common areas of data collection and reporting.

The WIOA Steering Committee is focusing its efforts on strengthening workforce branding. A workforce system logo was created featuring the core and combined state plan partners. This symbol aids in the alignment and identification of the Missouri workforce system. The Services Navigator prominently displays the logo. Core and combined state plan partner agencies are encouraged to utilize the logo when referencing joint activities and braiding of services.

MISSOURI PUBLIC WORKFORCE SYSTEM

Adult Education and Literacy | Department of Social Services | Division of Employment Security | Office of Workforce Development | Rehabilitation Services for the Blind | Vocational Rehabilitation

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

a. State Strategy Implementation

The Unified or Combined State Plan must include–

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The State Workforce Development Board (WDB) assists the governor in carrying out required WIOA functions by taking a leadership role involving employers, representatives of workforce, WIOA partner agencies, and community-based organizations. They strive to ensure that Missouri's one-stop system is customer driven and responsive to WIOA section 101 (d).

The State WDB utilizes operational structures and decision-making processes that contribute to successful implementation of its functions under WIOA 101(d). Operational structures of the board provide that the purposes and powers of the board shall be consistent with WIOA P.L 113-128 and Section 620.511 et seq., RSMO. The operational structure of the State WDB and its meetings allows it to serve as a convener of state, regional, and local workforce system partners. State WDB meetings are held four times each year and subcommittees are authorized to assist with policy and programmatic issues as necessary to comply with WIOA section 101. State WDB by-laws govern details regarding board purpose, powers, scope of authority and meeting operational structure.

Board meeting topics typically center on items that are relevant to all partners contained in the state's WIOA plan. Board meeting agendas are developed based on requests and actions of all board members, WIOA partner organizations and state leadership officials. Agendas are finalized by the Board Chair. The operational structure of the board facilitates informed decisions and actions by board members. The structure of each board meeting encourages active participation of each member in the business of the board and in its role to help integrate and align a more effective job-driven workforce system that strengthens connections between education and the career preparation system.

Board member discussions and actions are based on each member's active participation in the business of the board and most importantly, as a result of receiving regular reports at meetings about system performance, fiscal matters, alignment efforts, policy recommendations, subcommittee briefings, strategies to promote career pathways, apprenticeships, and continuous improvement efforts. In addition, opportunity is provided at each meeting to hear from Local WDB officials, the public, and others in attendance.

To ensure that the board remains flexible and can pivot to quickly address important policy or other matters that develop between formal full board meetings, additional meetings can be held. Board members take a broad and strategic view when conducting WIOA meetings. This results in processes and activities that allow for inclusion of necessary perspectives in carrying out State WDB functions and decision-making activities.

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2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. Core Program Activities to Implement the State's Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State

Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service

Strategy 2 - Create Sector Strategies

Strategy 3 - Develop Career Pathways

Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals

Strategy 5 - Create Environments that Foster Local Partnerships

Strategy 6 - Devote and Reallocate Resources that Generate Partnerships

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Strategy 1- Utilize Partnerships to Provide High-Quality Customer Service

Missouri Job Center Activities

The strategic framework for Missouri's workforce system includes the following:

1. Integrate Services to Better Serve Customers

a. Missouri's Job Centers (MJCs) and partners continue to move to true integrated service delivery for all customers.

b. The Adult, Dislocated Worker, Youth, Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, and Temporary Assistance for Needy Families (TANF) program partners commit to a strengthened partnership so customers can easily reap the full benefits of the workforce system.

c. MJCs and partners utilize an integrated customer flow process that responds to customer needs.

d. Missouri partner staff focus on the service function and not on silo programs.

e. MJC staff work with customers to provide a variety of options for career pathways, to include job matching, individual assessments, career guidance and counseling, registered apprenticeships, on-the-job training, short-term as well as postsecondary opportunities.

f. Enhanced opportunities are provided for the customers of the Adult Education, Vocational Rehabilitation, and TANF to be easily co-enrolled in the Wagner-Peyser and/or the Adult programs, so customers can benefit from comprehensive workforce services.

g. Title II, Adult Education and Literacy (AEL) programs utilize co-location for in-person referrals, common partner referral forms and electronic referral methods to provide individualized service braiding. All AEL service providers must review information on MJCs and other partner services to participants during enrollment. AEL service providers must also track referrals in the statewide data system. Additionally, the statewide AEL program guide contains a template referral form. AEL programs utilize partnerships in many ways from co-location of service delivery, co-enrollment in all WIOA partner programs, staff cross-training and

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sharing resources including assessments and other tools. It is expected that AEL service providers will promote co-enrollment to meet student needs.

h. Integrated programs such as Scholars@Work provide co-enrollment opportunities for students to earn wages, gain workplace readiness and obtain their high school equivalency simultaneously. Local AEL service providers continue to find creative ways to integrate student services with WIOA partners.

2. Lean Processes and Streamline Service Delivery by Removing Bureaucratic Barriers and Waste

a. In order to serve customers better, reserve staff time for value-added service delivery, and make integrated services a reality, Missouri's partners continue to actively work to streamline requirements and alleviate bureaucratic barriers. Missouri continues to look for opportunities to remove unneeded paperwork, move to paperless files whenever possible, reduce unnecessary documentation and reporting, and ensure all policies and requirements support integrated and efficient service delivery.

b. Missouri partners focus on quality service delivery with compliance as a necessary responsibility. Local partners continue to streamline their own policies, procedures, and practices. Missouri follows state policy regarding customer eligibility and data system management.

c. The Department of Social Services (DSS) Work and Community Programs has partnerships with internal and external agencies and divisions to assist clients in obtaining family supporting employment. This includes receiving and tracking referrals from the Family Support Division (FSD) Information Centers (call centers) and the FSD Resource Centers. This formalized process includes Child Support, Responsible Fatherhood Programs, Vocational Rehabilitation, Division of Youth Services (DYS), Foster Care Programs, and Department of Corrections. The referral process is assisted through scripts provided to call center staff speaking directly with clients. This scripting helps guide the conversation with next steps, allows staff to collect pertinent information, and pass this knowledge on through the formal referral process. The call center staff can access this employment-related scripting and referral system easily and quickly with the click of a button. The Work Engagement staff make calls to people referred to the Missouri Work Assistance program and new SNAP recipients. The DSS Work and Community Programs is building strong partnerships with the local WDBs and is developing referral processes for Foster Care and DYS clients into Youth programs. The DSS Work and Community Programs are strategizing on the outcomes of the Missouri National Guard Foundation Report, developing referral processes from other SkillUP providers to the MJCs and the Registered Apprenticeship program. The DSS Work and Community Programs continues to engage in system innovations that improve the lives of Missouri citizens and reduces intergenerational poverty. The DSS Work and Community Programs and DOC continue to engage in a multitude of projects that impact shared clients. In addition, the DSS Work and Community Programs conduct bi-annual convenings focused on creating SkillUP partnerships through local planning. The DSS Work and Community Programs has relationships with community colleges, Community Action Agencies, community partnerships, various foundations, and representatives from the federal government.

Effective Referral Activities

Missouri's goal is to have an efficient and effective network, which allows both job seekers and businesses to access all of their needed services in the state workforce system regardless of their agency access point.

The Service Design and Delivery Committee, comprised of all WIOA partners, continues working together to improve their referral processes as they are tasked with ensuring seamless service delivery throughout the workforce system. Partners have committed to collecting referral data for their customers. Quality referrals are assisted by the development and utilization of Missouri's Services Navigator (mo.servicesnavigator.org), an

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interactive web-based site system to assist agencies to provide effective referrals. The navigator provides up-to-date information on services available and is searchable by location, category, and keyword.

The Service Design and Delivery Committee is researching the ability to create an online referral system that will collect relevant customer information and direct them to services they may be eligible to receive. The system is intended to help customers find relevant services, collect referral information for referral tracking and co-enrollment, and provide a baseline education to new staff on services available in the state.

Designing and implementing a formalized co-enrollment system that operates with the established data management systems of core and combined state plan partners is challenging. The Technology, Data, and Outcomes Team continues to address this issue. The following are some examples of how co-enrollment is occurring among programs.

- OWD has developed an overarching co-enrollment policy for their stakeholders. Additionally, each local workforce region is required to include their own written referral policy in their local plans.
- DOLIR makes all Unemployment Insurance (UI) claimant referrals to OWD, who in turn pre-registers claimants for services.
- All participants in the RESEA program are co-enrolled into Wagner-Peyser services.
- OWD staff provides meaningful assistance to each UI claimant to provide information about their claim process and to educate them on job center and partner services.
- Title I and Title II collaborate to provide an exciting opportunity for co-enrolled participants to attend adult education classes concurrently with employment and employability skills training through a program called Scholars@Work. This allows WIOA youth earn a paycheck while pursuing their high school equivalency, which addresses both immediate and long-term career needs.

Co-enrollment is monitored through OWD's compliance unit and also by partners through the one-stop certification process. In order to meet the requirement to provide a direct linkage from the MJC to each required partner's services, Missouri will hold all MJC staff accountable for knowing enough about each available service in order to give an individual the information they need to make an informed choice. Following the development of the Missouri Services Navigator, the Service Design and Delivery Committee provided cross training and encouraged partner staff participation on local interagency teams.

OWD requires MJC staff to document every referral including the method of referral and subsequent follow-up. Each referral must include an initial assessment (to the degree information can be shared), listing of services already planned, and the service requested of the organization receiving the referrals.

Partners have committed to using the Missouri Services Navigator to provide meaningful referrals to the local job center and increase staff knowledge of any other available and applicable service providers.

There are additional partner-based activities used to align the combined partner programs. Examples include:

- The DSS employment and training programs require an assessment and employability plan with steps to self-sufficiency, which is monitored for compliance on a regular basis.
- The DSS Work and Community Programs utilize OWD's case management system, MoJobs, for the SkillUP program, which allows job center and WDB staff to have a "full picture" of the client services.
- The DSS Work and Community Programs staff regularly attend partner events to coordinate and explain the available employment and training programs.
- Title II is currently working with all WIOA partners to market Title II services to any clients needing educational services as well as researching improved ways to provide information and services.

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- Title IV VR is actively participating with all local WDBs through disability subcommittees and working as a disability employment resource.

Strategy 2 - Create Sector Strategies

Sector Strategy Activities

Missouri recognizes effective sector-based strategies require an openness to a new way of doing business and new levels of cooperation among stakeholders in workforce, economic development, and education. This expands efforts to ensure that the entire state is developing and implementing a more systematic and streamlined approach to sector strategies, while allowing regional flexibility in service design and delivery.

Tools developed after the passage of WIOA, including Talent for Tomorrow, Best in Midwest, and Missouri Job Centers of the Future enable regional teams to achieve a shared vision of building a talented and skilled workforce that meets employer needs and spurs economic growth.

Strategy 3 - Develop Career Pathways

Career Pathway Activities

The Talent for Tomorrow, Best in Midwest, and Job Centers of the Future feedback clearly indicated that Missouri must look for new and flexible ways to provide opportunities for career pathways. The merger of the Department of Higher Education with the Division of Workforce Development broadened the scope of services to not only include postsecondary career pathway attainment, such as online learning, but also to connect other participants with more nontraditional paths. These include registered apprenticeships and work-based learning, customized and supported employment, and short-term, industry-focused credential training. Employing these new sector strategies are intended to provide more opportunities for job seekers to enter the market sooner and with the right preparation needed for the employer**.**

Missouri's career pathway model focuses on the job seeker and the employer. Partners using sector strategies meet employers' needs by providing qualified candidates for available positions. Job seekers use the information to determine which career cluster has the best opportunities for finding self-sufficient employment and the pathways available to reach their goals.

Education and training are paths to better careers. There may be customers who need to have concurrent and in some cases consecutive sessions of education and skill attainment with employment. Missouri advises and encourages customers to manage their own careers with information on what services are possible. Missouri also offers multiple entries and exit points for customers so they can access additional education, training, skills, and employment until they reach a self-sufficient career.

All partners are committed to support the efforts of the other partners by ensuring that their services are available to the referred participants. It is agreed that once an individual is on a career pathway, it is the responsibility of all partners to contribute as appropriate to the participant's success along the pathway.

Missouri's examples include:

- Scholars@Work: Scholars@Work is a multi-agency alliance that delivers solutions for WIOA youth with multiple barriers to employment. Title I and Title II collaborate to provide an exciting opportunity for co-enrolled participants to attend adult education classes concurrently with employment and employability skills training. As a result of this program, WIOA youth earn a paycheck while pursuing their high school equivalency which addresses both immediate and long-term career needs. Through stipends for financial barriers, supportive services, individualized coaching, and training, youth can earn the equivalent of a high school diploma and persist along their career pathway simultaneously.
- Title I programs are developing new initiatives to expand apprenticeship opportunities for Adult, Dislocated Workers, and Youth such as new contracts with labor organizations and local employers to develop apprenticeship opportunities.

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- In addition to training services, Title I & Title IV partners have work-based learning programs such as on-the-job training, apprenticeships, and work experience, which offer customers the opportunity to combine education, training, and employment services. MVR and RSB support career pathways by providing a variety of services to students, youth, and adults with disabilities. Additional services may include assistive technology, case management, and post-employment support to provide job retention.

- Title II local AEL service providers must employ a designated staff person as their student advocate. These specialized team members connect students with combined and required partners, local employers, and postsecondary institutions. Upon enrollment into AEL, local programs must communicate services provided by MJCs and other combined partners to all students and make referrals where appropriate. Co-location with WIOA partners is the most efficient conduit for referral; however, all local AEL programs must have a referral system when co-location is not possible. Thirty-five percent of Missouri's AEL service providers are community colleges providing a direct pipeline to postsecondary education for students.

- With a strong emphasis on employment retention, local AEL programs deliver services to employed students and incumbent workers. Local AEL program staff counsel students on an individualized education plan and assist them with career pathway exploration using labor market information and assessments. Workplace literacy education encourages employment retention and incumbent worker classrooms create promotional opportunities. Missouri's AEL programs utilize WIOA partnerships to support workforce programming, cross-training of staff, and employer engagement.

- Among Missouri's most common barriers to self-sustaining employment are the lack of a high school diploma, basic skills and literacy deficiency, and the lack of English language skills. Missouri's AEL classes provide individuals the opportunity to acquire the basic skills which are necessary to function in today's society. DESE AEL utilizes both traditional and modernized instruction often delivered in conjunction with workplace readiness, training, and retraining programs. DESE AEL works collaboratively with all WIOA partners to identify and address statewide barriers and address the basic and secondary educational needs of citizens and employers.

- TANF, SNAP, RSB, VR and OWD partners provide supportive services that assist workforce customers with overcoming barriers to begin career pathways.

- TANF funds allow the Title I partners to provide subsidized employment to youth between the ages of 14-24 that are at or below the 185% poverty level.

- The DSS Work and Community Programs offer customers access to computers in their local offices to complete job searches using the workforce site, jobs.mo.gov. For TANF (cash benefit) recipients and Able Bodied Adults without Dependents, this activity is counted toward meeting their employment and training monthly hour requirements.

- SkillUP is offered by the local WDBs, which receive referrals from job center staff who conduct Wagner-Peyser activities. In addition, the WDBs will receive a listing of SNAP clients who visited a job center to streamline processes and conduct outreach.

- The DSS Work and Community Programs require an assessment and employability plan, with steps to self-sufficiency. This is monitored for compliance on a regular basis.

- The DSS Work and Community Programs administers the Jobs for America's Graduates Program, which focuses on students with barriers graduating high school and entering postsecondary school, the military, and employment. This program is a high school elective. High school staff are aware of the SkillUP program for referrals that allow for continued wrap-around services and short-term training funding for eligible students.

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- The Excel Centers offer the ability to gain high school diplomas and industry certificates. Clients who are also enrolled in SkillUP or Missouri Work Assistance (MWA) receive supportive services and case management from their case manager.
- SkillUP and the MWA program coordinate to ensure that TANF clients are recruited and engaged in healthcare training in high demand occupations such as Certified Medical Assistant, Certified Nurse Assistant, Certified Medication Technician, Pharmacy Technician, Phlebotomy Technician, Community Health Worker, Patient Care Technician, Medical Coding, and Hemodialysis Technician.
- DOC coordinates with a variety of entities through a client-based approach that includes Career and Technical Education programs to develop new career pathways for justice-involved individuals.

Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals

Missouri Public Workforce System Council, Steering Committee, and Subcommittees

Missouri guides the core and combined state plan partners in developing the vision, goals, and activities for the state's workforce system. Each core and combined partner is committed to consistent messaging toward aligning programs and share Missouri's strategic vision and goals. Missouri initiated a state-level Memorandum of Understanding, which illustrates the state's values working together as a workforce system. The Steering Committee provides a direct line of communication between core and combined partner leaders allowing for open communication taking place in a timely manner.

Subcommittees were created to focus on aligning core and combined state plan partners and strengthening workforce development activities. The subcommittees are Service Design and Delivery; Employer Engagement; Youth Services; Technology, Data, and Outcomes; and One-Stop Certification. Areas of focus include:

- Service Design and Delivery: Programmatic descriptions for quality referrals and follow-up and assistive technology services
- Employer Engagement: Services to employers, sector strategies, and labor market information
- Youth Services: Referrals and service delivery, customer flow, cross training, braiding through career pathways, and sector strategies for minor youth
- Technology, Data, and Outcomes: Data sharing and reporting performance measures
- One-Stop Certification: Establish criteria and procedures for local WDBs to use when certifying one-stop centers

Strategy 5 - Create Environments that Foster Local Partnerships

Missouri participates in several issue-specific, national cohorts. These include topics on co-enrollment, employer engagement data and disability services. This gives Missouri the opportunity to showcase strong partnerships and work closer together on specific projects, share outcomes, and apply knowledge gained from cohorts at the local levels.

Missouri fosters local partnerships with meetings and conferences to connect core and combined state plan partners, required partners, and additional partners, as well as other stakeholders.

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Title I:

- Continue to hold meetings of stakeholders to address responsibilities, create opportunities for partnering, and enhance strategies for service delivery maximizing participant success.
- Encourage sector strategy meetings where stakeholders discuss data and targeted employment sectors.
- Hosted yearly summits to educate employers on the benefit of hiring job seekers with disabilities.
- Formed NEXUS groups comprised of core, required, and other interested partners in sharing local job opportunities and responding with one voice to area employers.

Title II:

- DESE AEL collaborates with Title I by co-locating at MJCs where possible as well as sharing assessment results and participant barriers.
- DESE AEL joins forces with Title IV to address the needs of students with disabilities through co-enrollment as well as to identify employers eager to hire those individuals.
- Missouri's Title II local AEL service providers must employ a designated staff person as their student advocate. These specialized team members connect students with combined and required partners, local employers, and postsecondary institutions.
- Upon enrollment into AEL, local programs must communicate services provided by MJCs and other combined partners to all students and make referrals where appropriate.
- DESE AEL promotes and organizes local partnership events to its adult education service providers.

The DSS (TANF and SNAP):

- The Department of Social Services (DSS) created a Work and Community Programs unit to laser focus on the employment and training needs of the hundreds of thousands of clients by concentrating on collaborations, employer needs, and current job openings. The teams engage with local employers to determine workforce needs and what training programs align best with those needs. The SkillUP program received TANF funding, which allowed an underfunded SNAP employment and training program to provide services to numerous clients who would not have been able to fund their non-credential programs. The DSS Work and Community Programs compares its outcomes to WIOA outcomes to determine alignment opportunities. Providers engage in WIOA cost sharing and assist shared clients through braided funds. The DSS Work and Community Programs staff serve on local WDBs, which allows the DSS to build relationships with the boards, local employers, and other public and private agencies. DSS clients and partners may opt-in to receive employment opportunity, hiring events, and training information straight from the department to their email address or through text messaging. Employers have the opportunity to advertise their hiring events and open positions through these communications at no cost. There are currently 147,000 individuals who have opted in to receive these announcements.
- Monthly conference calls are held with local MWA/SkillUP and SkillUP providers to gauge program needs and successes, allow partners to share information on their programs, offer technical assistance, provide legislative updates, and share available tools for serving clients and assessing programs.
- The DSS Work and Community Programs and local WDBs coordinate on systems, processes, and referrals to assist DSS clients with available resources they may not know exist.
- The DSS Work and Community Programs attends a variety of conferences and local events including back to school fairs, job fairs, other state agency conferences, veterans events, and homeless events to share information and create collaborations.

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- The DSS Work and Community Programs contracted with Mississippi County Caring Communities who subsequently contracted with the Missouri National Guard Foundation to analyze reasons that clients are not engaging in employment, assist with statewide branding, which is also being requested locally, and pilot employability skills classes and the outcomes.

Title IV:

- MVR's Business Services Team is involved with organizing and attending annual business outreach partner meetings for stakeholders who work with employers and employer engagement. The meetings offer presentations on partner services and employer engagement. The regional breakout sessions create an environment of collaboration.

Strategy 6 - Devoting and Reallocating Resources that Generate Partnerships

Missouri's partners dedicate resources to implement WIOA through improved communication and collaboration.

- Title II allocates resources to each local provider to find successful processes to create direct linkages between core, combined, and required partners, local employers, and postsecondary institutions. Best practices will be shared with all WIOA partners.
- Title III (Wagner-Peyser) allocates resources to provide National Career Readiness Certificate testing.
- Title IV uses liaison positions to specifically focus on partnering with key agencies, including Missouri Department of Mental Health, local Workforce Development Boards, Centers of Independent Living, and the Missouri Department of Elementary and Secondary Education Office of Special Education. These positions were expanded to include all partners under WIOA and continue to create direct linkages enabling an effective coordination and delivery of services.
- The DSS has set aside funding from the TANF budget for various DOC projects. As projects are initiated, all partners will be invited to discuss resources and grant opportunities allowing for additional projects and programs. The DSS and MVR are collaborating to ensure clients, who are on SNAP, receive SkillUP services reducing the MVR wait list and allowing additional clients to be served. The DSS continues to engage in discussions regarding the needs of employers and clients. The DSS will develop innovative programs and projects and continue discussing regional, systemic, and generational barriers.

B. Alignment with Activities Outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

To assist in carrying out Missouri's vision and goals, the state has established teams to focus on aligning the activities described in Section A. These teams include Service Design and Delivery; Business Engagement; Youth Services; Technology, Data, and Outcomes; and One-Stop Certification. Core, combined state plan, and required partners as well as additional partners such as the USDOL Registered Apprenticeship Program, Department of Corrections, the Department of Mental Health, and United Way are represented. WIOA partners were awarded the Apprenticeship USA grant, which necessitated participation at both the state and local levels. Additional partners include Missouri Chambers of Commerce, AFL-CIO, Missouri Community College Association, United Way, Missouri Department of Corrections, and various unions and businesses.

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The local regions also extended their partnerships beyond core, combined state plan, and required partner involvement. More than half of the local workforce development boards (WDB) established standing committees to address disability and/or special populations. Several local WDBs sponsored specific hiring and employer events, such as reverse job fairs targeted to the hiring of persons with disabilities.

The St. Louis region developed a unique partnership focused on serving youth. The St. Louis Youth Interagency team incorporated many agencies that assist youth including VR, Job Corps, the Division of Youth Services, the Office of Workforce Development, the Department of Mental Health, Youth Build, and the local Center for Independent Living. The new strategic framework for Missouri's workforce system includes the following:

Activity 1: Engage More Businesses, Improve Business Services, and Link with Economic Development

Local WDBs work with partners to:

- develop strategies to actively engage businesses and seek workforce information needed to develop effective, demand-driven services for workforce system customers;
- customize and disseminate labor market information that will contribute to the employment planning for businesses and information needs of economic development partners;
- coordinate with state, regional, and local economic development partners in recruiting, retaining, and expanding businesses for vibrant local economies;
- ensure that job centers offer customized comprehensive recruitment services that help businesses find the workers they need through easy access to the full range of workforce system talent, services, and partners;
- support entrepreneurial skill development to help individuals start and grow businesses assisting local economies to thrive;
- target key regional economic sectors, convene those sectors, map talent pipelines, and develop career pathways to ensure businesses have the qualified workforce they need to grow and prosper; and
- continuously seek alignment of the workforce system and job center services with the identified needs of the targeted sectors.

Activity 2: Creating Effective Referral Activities

Missouri aligns with partners outside of WIOA by using an integrated service delivery model.

Each partner holds their staff accountable for knowing enough about each available service in order to give an individual the information they need to make an informed choice. Each local region, in collaboration with their partners, developed a local resource guide. The Service Design and Delivery Team used this information in developing an interactive web-based system, known as the Services Navigator, to assist agencies in providing effective referrals. The Services Navigator is targeted to partner staff to help them provide guidance to customers that need additional assistance provided by other agencies.

Missouri Job Center (MJC) staff are required to document every referral including the method of referral and subsequent follow-up. Each referral must include an initial assessment (to the degree information can be shared), listing of services already planned, and the service requested of the organization receiving the

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referral. Any applicable partnerships that are created between local partners that are not in the local resource guide or in the Services Navigator will be reported to the nearest job center or website gatekeeper for inclusion as a resource.

- Title I has dedicated phone lines for Unemployment Insurance (UI) claimants to file a claim and/or resolve issues related to a claim that provides the individual expedited/priority service from UI claims specialists.
- The Department of Social Services (DSS) staff trains job center and local WDB staff statewide to assist customers in completing child care subsidy applications. The applications are electronically submitted to a dedicated processing unit within the Family Support Division (FSD) to expedite applications.
- The FSD Information Centers (Call Centers) and Resource Centers discuss employment and training programs when completing outbound and inbound interviews with clients. The referrals are then sent to the appropriate SkillUP or Missouri Work Assistance (MWA) provider, including Office of Workforce Development. A formalized referral form was developed allowing DSS Work and Community Programs staff to make appropriate referrals to SkillUP and MWA providers. The DSS added partners that can utilize the form for referrals, including Fatherhood Support Centers that are TANF funded with the goal of increasing self-sufficiency and child support collections. In addition, the referral form is now available to the Child Support Call Center and Vocational Rehabilitation. The DSS Work and Community Programs created educational slides that are played in FSD call centers that offer reminders and information on employment, training, and support programs to current FSD staff. These slides focus on Jobs for America's Graduates (JAG), SkillUP, the Excel Centers, MWA, and Jobs League. Resource Centers throughout Missouri that have the capability to play these slides offer this information as a resource to clients, as well.
- The DSS implemented a Food and Nutrition Services (FNS) waiver, which allows SNAP applications to be accepted in correctional facilities pre-release. This process allows clients to receive benefits faster so they have the supports necessary as they transition into society. This will also allow these clients to quickly enroll in the SkillUP program, which provides job coaching, supportive services, training, and employer connections. In addition to SNAP benefits, applications will be taken for Child Care and TANF when justice-involved individuals are being reunited with their child(ren).
- The DSS Work and Community Programs and Department of Corrections (DOC) share data. This data shows that the majority of clients have been on FSD benefits for an extended period of time. DOC added the length of incarceration so agencies can determine approximate usage of state benefits. This guides future discussions on program development and justifies the investment of funds into programs that provide the highest return on investment and ensures the programs are good stewards of taxpayers' dollars.
- The DSS Work and Community Programs and DOC continue to collaborate on a variety of programs to ensure that eligible clients, many of which are shared, are afforded opportunities to gain family supporting employment. These programs are TANF funded and include supporting the Kansas City Reentry Center pre-release, providing Microsoft Office classes through State Technical College that will result in certifications, and purchasing a truck simulator in southeast Missouri to be trained pre-release. The DOC projects will continue to form and be analyzed for effectiveness.
- The DSS Work and Community Programs shares information on the SkillUP program with a variety of agencies to ensure Supplemental Nutrition Assistance Program (SNAP) recipients are able to benefit from short-term training and other supports. These agencies make referrals and coordinate with the SNAP program. This includes Vocational Rehabilitation, Jobs for America's Graduates, Missouri Food Bank Association, and DOC probation and parole. The DSS Work and Community Programs continues to create partnerships and collaborations with other agencies such as Boys and Girls Club,

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Department of Elementary and Secondary Education, the Domestic Violence Coalition, and Independent Living Resource Centers.

- The DSS Work and Community Programs and SkillUP providers continue to provide outreach for the SkillUP program. The program was funded through TANF funds in state FY 2020. Outreach includes email blasts, text messages, various events, and success stories. In addition, the DSS Work and Community Programs provide materials including window clings that will be displayed in provider offices as well as retailers that accept SNAP and stickers to be used in food banks and on materials such as buttons that staff can wear encouraging clients to ask about the program.
- The FSD Resource Centers started allowing various agencies and entities to be represented within the center. They began with SkillUP providers and next had representation from the Department of Revenue, which allowed clients to resolve driving barriers. Probation and Parole, Energy Assistance, and Vocational Rehabilitation began this outreach in the Resource Centers as well.
- The DSS Work and Community Programs attends a multitude of resource fairs such as back to school, veterans, reentry, homeless, hiring events, health, and safety. This allows staff to provide information on benefits and employment and training opportunities. In addition, this affords opportunities to connect with other agencies and partners.
- The DSS Work and Community Programs provides internal and provider staff training on poverty, resources, mental health, safety, overcoming biases, and a variety of other topics to ensure they understand clients' needs and barriers to obtaining employment while providing the best possible customer service.
- The DSS Work and Community Programs received technical assistance from the Administration for Children and Families through Integrating Innovative Employment and Economic Stability Strategies (IIEESS). IIEESS held various workshops on improving environments to lead to clients' success, mapping of client processes to determine where job coaching is most appropriate, the difference between case management and coaching, and the importance of empowering participants to make decisions. The DSS Work and Community Programs staff, providers, and other agencies benefited from these workshops.
- Title IV: To provide services for people with disabilities, Vocational Rehabilitation (VR) partners with organizations outside the workforce system such as community rehabilitation providers, Centers for Independent Living, and local education agencies.
- The Office of Workforce Development's (OWD) Apprenticeship Missouri program is collaborating with the Missouri Department of Mental Health to develop a Registered Apprenticeship program for direct care providers.
- Adult Education and Literacy (AEL) leverages co-location of its programs with other partners for face-to-face referrals. Where programs are not co-located, referrals are given through various technological and in-person methods. Programs track referrals in AEL's statewide data system, and each program employs a student advocate to ensure appropriate referrals are made to partner agencies.
- AEL relies on partnership agencies that directly serve employers such as Title I and Title IV. This allows for Integrated Education and Training, Workplace Literacy programming, as well as training and education needs once participants have completed their AEL classes. With the support of partner agencies, AEL is now able to serve employers directly, raising the educational functioning level of current employees, thereby providing them with more career opportunities.

C. Coordination, Alignment and Provision of Services to Individuals

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Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Representatives from Adult Education and Literacy (AEL); Career and Technical Education (CTE); Supplemental Nutrition Assistance Program (SNAP); Temporary Assistance for Needy Families (TANF); Community Service Block Grant (CSBG) Vocational Rehabilitation (VR); Wagner-Peyser (WP); and Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, and Youth programs (Title I) work collaboratively to develop a process that will facilitate smooth referrals between and among the various one-stop partner agencies. This integrated service delivery model expects that each partner holds their staff accountable for knowing enough about each available service in order to give an individual the information they need to make an informed choice. If a partner is unsure of an agency to refer customers to, the partner may make a referral to the local Missouri Job Center (MJC).

This model ensures that partners are providing high-quality, customer-centered services, including supportive services, throughout the workforce system. It brings together workforce development, education, and other human resource services in a seamless customer-focused delivery network that enhances access to services. Long-term employment outcomes are improved for job seekers as partners administer separately funded programs in compliance with their individual statutory requirements while continuing to provide a set of integrated streamlined services to customers.

- Scholars@Work: Scholars@Work is a multi-agency alliance that delivers solutions for WIOA youth with multiple barriers to employment. Title I and Title II collaborate to provide an exciting opportunity for co-enrolled participants to attend adult education classes concurrently with employment and employability skills training. As a result of this program, WIOA youth earn a paycheck while pursuing their high school equivalency, which addresses both immediate and long-term career needs. Through stipends for financial barriers, supportive services, individualized coaching, and training, youth can earn the equivalent of a high school diploma and persist along their career pathway simultaneously.

- Title II: Among Missouri's most common barriers to self-sustaining employment are the lack of a high school diploma, basic skills and literacy deficiency, and the lack of English language skills. AEL classes provide individuals the opportunity to acquire the basic skills, which are necessary to function in today's society. The Department of Elementary and Secondary Education (DESE) AEL utilizes both traditional and modernized instruction often delivered in conjunction with workplace readiness, training, and retraining programs. Missouri's 28 Title II programs have over 170 physical class sites around the state. Using MOLearns, Missouri's statewide high school equivalency virtual learning platform, in addition to a plethora of virtual options, AEL programs can reach students in remote areas as well as those in populated areas even if they are without transportation. DESE AEL collaborates with Title I by co-locating at MJCs where possible as well as sharing assessment results and participant barriers. DESE AEL joins forces with Title IV to address the needs of students with disabilities through co-enrollment as well as to identify employers eager to hire those individuals. DESE AEL works together with all WIOA partners to identify and address statewide barriers and address the basic and secondary educational needs of citizens and employers.

- Missouri partners are researching ways to maximize limited resources and reduce duplication of services where possible.

  The new strategic framework for Missouri's workforce system includes the following:

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1. Integrate Services to Better Serve Customers

a. Missouri's workforce system continues to move beyond mere partnership to true integrated service delivery for all customers.

b. The Title I, AEL, WP, VR, and TANF program partners continue to strengthen partnerships so shared clients have access to the full benefits of the workforce system.

c. Enhanced opportunities are provided for the customers of AEL, VR, and TANF partners for easy enrollment into Title I and WP programs allowing customers to benefit from comprehensive workforce services.

d. Enhance processes by using data-driven information to ensure eligible participants in CSBG programs will be identified and referred to employment or education based programs in their area, controlling for unduplicated services across state and local partnerships.

2. Lean Processes and Streamline Service Delivery by Removing Bureaucratic Barriers and Waste

a. Missouri strives to provide customer-focused quality services to allow staff time to focus on service delivery rather than bureaucratic processes. Missouri continuously pursues avenues to streamline processes, remove bottlenecks, and breakdown organizational silos. Missouri is consistent and progressive in taking measures to limit waste by utilizing electronic filing systems when possible and identifying and eliminating unnecessary paperwork and outdated practices.

b. Office of Workforce Development (OWD) continues to focus on monitoring quality service delivery and compliance as a necessary responsibility. Local partners continue to streamline their own policies, procedures, and practices and follow required state policy regarding customer eligibility and data system management.

- All WIOA partners mutually agree to make services available to participants referred by another partner. The partners mutually agree that regardless of which partner initiates services, it is the shared responsibility of all partners to contribute, as appropriate, to the success of a participant's career pathway.

- Missouri's Title II local AEL service providers must employ a designated staff person as their student advocate. These specialized team members connect students with combined and required partners, local employers, and postsecondary institutions. Upon enrollment into AEL, local programs must communicate services provided by MJCs and other combined partners to all students and make referrals where appropriate. Co-location with WIOA partners is the most efficient conduit for referral; however, all local AEL programs must have a referral system when co-location is not possible. Thirty-five percent of Missouri's AEL service providers are community colleges providing a direct pipeline to postsecondary education for students.

Missouri consistently explores avenues to collaborate on carrying out respective partner programs. Missouri Rehabilitation Services for the Blind (RSB) was a member of the Employment First State Leadership Mentoring Program (EFSLMP) Missouri Vision Quest Employment Initiative (MOVQ) team along with the Department of Mental Health, Missouri Vocational Rehabilitation, OWD, and the Veterans Administration. This workgroup paved the way for the coordination and alignment of high quality customer-centered services to individuals, specifically those with the most significant barriers to employment.

The EFSLMP/MOVQ team made many strides in collaborating to develop integrated, competitive employment within Missouri's workforce. The team's goals were centered around increasing participation of individuals with disabilities in the workplace by ensuring individuals who want to work are provided the opportunity, training, and supports that build on their individual strengths to achieve career goals. Since inception, the team accomplished many collaborative efforts including in-person workshops in St. Louis, Columbia, and

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Kansas City utilizing subject matter experts to communicate effective job development strategies. Other accomplishments included holding stakeholder summit events with keynote speakers to introduce each agency or department to Employment First and developing guides for human resource units on hiring veterans with disabilities.

The DSS Work and Community Programs continues with a client-based focus by ensuring internal and provider staff receive training to assist with understanding long-term poverty, biases, and barriers. Current trainings available to staff include: Below the Line-Understanding Poverty, Dealing with Mental Anxiety, Domestic Violence Training, Executive Function, Executive Function Skills and Stress, Introduction to Mental Health First Aid, and overcoming barriers. The themes of these trainings prepare internal staff to provide exceptional customer service while leading the conversation to favorable outcomes resulting in participation in employment training programs. These trainings are shared with other partners. The DSS Work and Community Programs continues research through the Missouri National Guard Foundation to determine overarching barriers in various locations in Missouri and engage with local organizations on strategic planning. Research on how other states and organizations assist clients with employment needs and best practices will be shared with partners, local providers, the federal government, and other stakeholders that may benefit. The DSS Work and Community Programs continues program monitoring to ensure clients are able to achieve expected outcomes, determines if providers are consistently delivering supportive services, and ensures clients have a clear employment plan they understand. The DSS Work and Community Programs collaborates with other Department of Social Services divisions including the Family Support Division, Youth Services, and Children's Division to determine opportunities to assist families, reduce intergenerational poverty, and create linkages for client employment and training opportunities.

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Identifying and Meeting the Needs of Business

Missouri uses an integrated approach to service delivery for business customers. An emphasis is placed on products and services that assess candidate skills and provide for skills enhancement, resulting in better candidates for the business customer. Missouri has multiple initiatives to assess candidate skills, upgrade workplace skills, and connect businesses with job seekers.

Each local region has a business services team plan that guides outreach and services to businesses. Business services teams are made up of staff whose mission is to connect employers to a skilled workforce. To ensure an integrated service model, teams include business representatives from Missouri Vocational Rehabilitation (MVR), along with other core and combined state plan partners who connect with businesses. At a minimum, the members of the teams include business representatives and other Missouri Job Center (MJC) staff assigned to business services, Local Veterans Employment Representatives (LVER), and MVR Business Outreach Specialists. The design and makeup of each team varies slightly from region to region and may include a variety of other partners who work with businesses, such as local economic developers, educational agencies, United Migrant Opportunity Services, Rehabilitation Services for the Blind Outreach Specialists, and Family Support Division Work Engagement Specialists.

Business services teams meet on a regular basis to discuss, coordinate, and develop strategies to meet the specific needs of businesses in their local workforce region. These include the use of labor market information, involvement and coordination with local Chambers of Commerce, local educational agencies, local and state economic developers, regional planning commissions, human resource groups, and other business organizations. Each workforce region engages in sector planning to better address skills gaps and create career pathways.

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Business services teams are demand-driven and strive to accommodate employer requests or provide referrals to resources that can meet their needs. This message is conveyed to all staff through the local Workforce Development Board (WDB) directors, business services team leaders, MJC leadership, and Workforce Innovation and Opportunity Act (WIOA) partner staff. Business services drives the products and services offered in the workforce system. Teams are aware of the business climate and current workforce needs of businesses in their regions. This allows the system to offer the appropriate products and services that will prepare job seekers to meet current demands.

Each region's employer outreach goals and procedures, as well as each partner's specific procedures, are outlined in their respective business services plans. These plans are shared and coordinated with business services team staff and partner agencies. Missouri encourages a single point of contact system. Each regional team has developed protocols and procedures necessary to avoid duplication of efforts, which are outlined in their regional business outreach plans. Office of Workforce Development's (OWD) case management system, MoJobs, is available to workforce system staff to document employer contacts and services provided.

Through cross training and collaborative NEXUS meetings with outreach staff from all partners, the business services teams have an understanding of each agency's business-focused programs and services. This allows staff to provide information on all relevant programs to business customers and to integrate and coordinate services among agencies. In addition, teams have identified common programs and services, such as on-the-job training, which can be marketed to employers.

OWD's Employer Satisfaction Coordinator surveys employer customers and assess the effectiveness of services provided to businesses and provide feedback to workforce directors, business services teams, MJC staff, and partner agencies. This information can be utilized by all workforce system partners to identify issues and to better coordinate meeting businesses' needs.

Missouri convened a WIOA Employer Engagement Committee, made up of staff from all combined partner agencies, local WDB directors, and the USDOL Office of Apprenticeship state director. This committee was established to provide guidance to regions, make recommendations to the WIOA Steering Committee and coordinate statewide meetings as needed to ensure continued partner collaboration.

The Missouri Office of Apprenticeship and Work-Based Learning and OWD have formed the Missouri Apprenticeship Team (MAT). MAT team members are individuals who can dedicate their time to expanding the Registered Apprenticeship (RA) program in Missouri.

Team members consist of the following agencies and/or representatives:

- U.S. Department of Labor Office of Apprenticeship Staff
- Apprenticeship Missouri Staff
- Department of Elementary and Secondary Education (DESE) - Registered Youth Apprenticeship Representative
- Missouri Vocational Rehabilitation
- Adult Education and Literacy (AEL)
- Urban League Workforce Development & Strategic Partnership
- Community Colleges RA Specialists & Apprenticeship Outreach Directors
- Local WDB RA Sponsors
- Local Veterans' Employment Representatives
- Department of Corrections (DOC)
- DSS Work and Community Programs

Members of MAT are committed to tracking leads together, converting unregistered apprenticeships to registered, and identifying new RA opportunities and occupations. The team meets for monthly conference calls and quarterly face-to-face meetings. These actions ensure efforts to develop talent pipelines through RA

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are not carried out in isolation, thereby increasing efficiency, eliminating duplication, and reducing employer fatigue.

The Office of Apprenticeships and Work-Based Learning has formed an interagency council consisting of partners from Department of Higher Education and Workforce Development, Department of Economic Development, DOC, MVR, Department of Social Services and DESE. The purpose of the council is to collaborate as stakeholders in the talent development of Missourians. The council will collaborate to coordinate apprenticeship expansion strategy and streamline services and policy in order to ensure optimal stewardship of resources.

Title II AEL hosts regional collaboration meetings with local program career services/transition staff and MVR Business Services staff to discuss citizen/employer needs and opportunities. The development of Integrated Education and Training (IET) programs throughout the state must have a foundation of local labor market information informed by the regional plan of the local WDB. AEL works directly with employers where possible to assist with skilling up current employees to progress within their career pathway. The success of these ventures relies upon WIOA partnerships and joint employer engagement.

The Community Services Block Grant (CSBG) program helps meet the needs of employers through Community Action Agencies (CAA) and is the agencies' core federal funding. CAAs are local private and public non-profit organizations that carry out the Community Action Program (CAP), which was founded by the 1964 Economic Opportunity Act to fight poverty by empowering the poor as part of the War on Poverty. CAAs regularly host job fairs to connect employers with a potential workforce. In addition, CAAs meet employers' needs by skilling up participants through job readiness activities, supportive services, life skills training, and leadership classes. All activities of the CAAs are based on a Community Needs Assessment, which is conducted every three years. Employers and community-based organizations are engaged in this process through surveys and focus groups.

The Missouri Work Assistance program (MWA) partners with employers by providing subsidized employment opportunities in which the MWA contractor pays the participant's wages for on-the-job training (OJT), which may lead to employment of a Temporary Assistance for Needy Families (TANF) participant. These programs allow the MWA contractor to act as the liaison between the participant and the employer and keeps the participant's Individual Employment Plan (IEP) at the forefront. The MWA contractor has access to funds for the participant's needs such as uniforms, steel-toed boots or car repairs. Subsidized employment allows the employer to train and determine if the participant meets their needs for the actual job. Feedback from the employer to the MWA contractors allow areas of needed improvement for the participant to be identified and conquered. OJT allows the employer to provide the hands-on-training needed for their business, making the program a win/win for all involved. In addition, as MWA moves forward in aligning TANF with WIOA, MWA contractors are required to use labor analysis reports to analyze workforce, labor supply and demand, and the regional occupational outlook of their assigned region(s) to ensure they are meeting the economic and employer demands of their region. MWA contractors are encouraged to use career pathways and to create and maintain partnerships with local employers to learn the in-demand jobs and skills needed for the current market. The TANF program encourages MWA contractors in these avenues by emphasizing a contractor's achievements based on quality of service and performance measures similar to WIOA. Examples of such measures include participants becoming employed with a defined career pathway and participants in OJT training or an apprenticeship.

SkillUP, Missouri's Supplemental Nutrition Assistance Program (SNAP) employment and training program, partners with the Missouri Community Action Network, Missouri Community College Association, and OWD to provide industry aligned training that will lead to family support employment and sustainability by offering short-term skills training or education. SkillUP serves the needs of employers with a skilled workforce for a multitude of industries through its partnerships.

Rehabilitation Services for the Blind (RSB) is currently engaged in a pilot project with MVR, Department of Mental Health (DMH), and Community Rehabilitation Programs (CRPs) to expand customized employment opportunities for Missourians with disabilities. This flexible process is an individualized approach to

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employment planning and job development for one person at a time, one employer at a time. Its design personalizes the employment relationship between a candidate and employer to meet the needs of both.

This pilot has agency representatives from MVR, RSB, DMH and contracted CRPs. Together the agencies trained vocational rehabilitation counselors and targeted case managers on key strategies, such as identifying and providing the right supports for a specific job. The agencies also trained CRP employment specialists on the goals and objectives for meeting client and employer needs including tactics such as customizing job descriptions based on unmet needs. This collaboration advances service coordination designed to meet current and future workforce needs.

E. Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Education will be the key for successfully implementing career pathway programs within each region's identified sectors. Using leveraged resources and labor market data, the workforce system, which include business and education, will build upon current programs and create new strategies to provide training for individuals to find employment in their communities with opportunities for growth.

Currently, core, combined state plan, and required partners have independent relationships with education partners. Through sector strategy initiatives and further asset mapping, Missouri intends to create educational pathways that can be seamlessly promoted through the one-stop delivery system. Using strategies which focus on customer service, sector strategies and career pathways, business leaders, Career and Technical Education (CTE) and community college partners collaborate to create accessible training programs that meet the needs of businesses and provide customers with work-based learning. Examples include:

- Community Services Block Grant (CSBG): Community Action Agencies (CAAs) have partnerships with community colleges and technical schools throughout the state. Partnerships provide educational opportunities, either through direct access to classroom instruction or collaborations with life skills classes that increase participants' capacities to attain educational goals. Many partnerships have formal Memorandums of Understanding delineating responsibilities of each party.
- The Department of Social Services (DSS) Work and Community Programs has educational partnerships with community colleges through the Missouri Community College Association. The community colleges offer services to Supplemental Nutrition Assistance Program (SNAP) recipients enrolled in the SkillUP program as well as participants enrolled in the MWA program. Each MWA region works locally with their educational institutions to develop programs that respond to the needs in their area. This includes the colleges providing additional class times or creating classes to meet the needs. The DSS Work and Community Programs also has partnerships with 67 Missouri high schools that provide the Jobs for America's Graduates (JAG) program. In August of 2021, 17 new JAG programs were added across 12 Missouri schools. In addition, the DSS Work and Community Programs has a close working relationship with the four Excel Centers (adult high schools), located in St. Louis, Springfield, Columbia, and Poplar Bluff, where any Missourian over the age of 21 may enroll to receive their high school diploma while receiving career, life, and college counseling.
- OWD collaborates with CTE to identify in-demand occupations which are then shared with the area career and technical schools to ensure that training needs match employer expectations.

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- OWD's director serves on the Career and Technical Education's Advisory Council. This allows OWD to provide input, consultation, and guidance regarding the delivery of CTE services and on the development of their state plan.
- OWD has engaged career and technical schools, community colleges, United Auto Workers, AFL-CIO, and employers to partner and develop pre-apprenticeships and apprenticeship programs. Examples are in advanced manufacturing and diesel mechanics. This partnership with education, labor, and employers ensures job-driven education and training systems.
- Title II local AEL service providers must employ a designated staff person as their student advocate. These specialized team members connect students with combined and required partners, local employers, and postsecondary institutions. Upon enrollment into AEL, local programs must communicate services provided by Missouri Job Centers (MJC) and other combined partners to all students and make referrals where appropriate. Co-location with WIOA partners is the most efficient conduit for referral; however, all local AEL programs must have a referral system when co-location is not possible. Thirty-five percent of Missouri's AEL service providers are community colleges providing a direct pipeline to postsecondary education for students.

In 2019, the Division of Workforce Development merged with the Department of Higher Education creating the Department of Higher Education and Workforce Development, Office of Workforce Development. The newly created department continues to closely align training and education and ensure cohesive customer support for the job seeker and the business.

Missouri passed legislation to support postsecondary education for adults. The Fast Track Workforce Incentive Grant is a program that supports working adults with an income of $40,000 or less, or $80,000 or less when filing jointly, in completing an associate or bachelor's degree for in-demand occupations. Individuals have to meet other eligibility requirements and must be at least 25 years old or have not been enrolled in an educational program the two previous years; have not already earned a bachelor's degree; must reside in Missouri and be a U.S. citizen; and cannot have a defaulted student loan. This investment in the adult population will increase Missouri's workforce availability and productivity.

OWD engages and supports Missourians through relevant training and apprenticeship programs with community colleges and career and technical education schools. Missouri has increased the number of apprenticeship programs by 56% over the last three years.

F. Partner Engagement with Other Education and Training Providers

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

To meet the needs of businesses throughout the state and accomplish the goals set forth through the sector strategies initiative, a robust Eligible Training Provider System (ETPS) is available for the partners. This system includes the providers of education for Registered Apprenticeships. The Office of Workforce Development (OWD) continually works to improve the ETPS to ensure our customers have the ability to make quality training choices leading to self-sustaining employment. The ETPS will only approve providers that demonstrate significant levels of performance.

MoSCORES

MoSCORES is a publicly available website that combines a searchable program inventory with additional information on program costs, program student demographics, graduate outcomes (earnings and employment), and a program comparison function. This tool is designed to assist job seekers, students, career counselors, educators, and planners with a better understanding of training options and typical work outcomes of program graduates. The site will also allow users to search non-credit programs listed in the state's ETPS and assist the OWD with reporting outcomes mandated by the Workforce Innovation and

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Opportunity Act (WIOA). All student data are de-identified in the database behind the MoSCORES website, which also links student data to de-identified state wage records provided by the Missouri Department of Labor and Industrial Relations (DOLIR).

Data for this tool are collected and linked through different administrative sources. Program and school information are merged from two systems, the Missouri ETPS and credit program inventory, both administered within Department of Higher Education and Workforce Development (DHEWD). Work outcomes are compiled in a longitudinal database from student records submitted to DHEWD and linked to wage records in the DOLIR unemployment insurance system. All results are shown aggregated with no access to individual data. Work outcomes for any programs with 10 or less results will not be shown. Subcategories of student demographics with results of 10 or less are compiled in the "Other/Unknown" category.

Missouri Vocational Rehabilitation (MVR) works with proprietary schools and Career and Technical Education programs (CTE), which provide specific skills leading to employment. In addition, MVR works with their Community Rehabilitation Programs, which provide additional in-demand employment skills training. Examples include highway heavy construction trades training in mid-Missouri; Microsoft Office training in Kansas City; building maintenance, childcare, food service readiness, and janitorial skills readiness trainings in Springfield; and building maintenance and culinary trainings in St. Louis.

The Department of Social Services (DSS) Work and Community Programs has multiple partnerships in the education field, such as Adult Education and Literacy (AEL), community colleges, English Language Learning, training providers in the ETPS, and job mentoring sites. The FY21 SkillUP program offerings at Missouri's community colleges are taught at Jefferson College, Mineral Area College, St. Louis Community College, Moberly Area Community College, Metropolitan Community College, Three Rivers College, and Ozarks Technical Community College. Various providers have connections with local agencies as they place clients in short-term training and develop programs that meet both the employers' and clients' needs. The SkillUP program requires utilizing the ETPS. The Missouri Community College Association is a SkillUP provider that receives federal and state funding. The Community Action Agencies provide Poverty Simulations, Step Up to Leadership classes, and Family Development Credentialing.

G. Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

Missouri is committed to finding connections between partners in each region. Partners will share and maintain resource allocations at the local level. For example, Vocational Rehabilitation (VR) may provide funding to individuals with disabilities for postsecondary training. As partners seek to co-enroll their customers, this will provide opportunity for leveraging of these resources through braiding of both educational dollars, as well as supportive services to ensure the customer's success. VR also provides guidance and counseling to job seekers ensuring that access to comparable services funding is achieved, whether through partner agencies or through federal funding, such as the Pell grant.

Department of Social Services (DSS) Work and Community Programs

The DSS Work and Community Programs have a variety of employment and training initiatives that use Temporary Assistance for Needy Families (TANF) and Food and Nutrition Services (FNS) funds and continues to engage with partners braiding funding and researching availability of new funding sources.

- FNS funds: FNS provides approximately $1.3 million in 100% funding per FY for SkillUP. In addition, they provide approximately $3.5 million in 50/50% federal match funding for SkillUP and Excel Centers; however, this requires an investment of non-federal funds. The Excel Centers and Missouri Community College Association use match funding to increase employment and training opportunities for Supplemental Nutrition and Assistance Program (SNAP) recipients.

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- TANF Funds: Due to the limited FNS funding, the state budget allocates approximately $13 million a year in TANF funds to serve SNAP recipients through SkillUP and Excel Centers. This has allowed for a spike in participation, especially in short-term training for non-credentialed courses as these trainings are not eligible for Pell grant funds. TANF funds also support the Missouri Work Assistance (MWA) program and Department of Corrections (DOC) initiatives.
- Healthcare Industry Training and Education (HITE): This grant afforded nearly 1,800 Missouri residents the opportunity to participate in healthcare training. Three local WDBs received this funding allocation through September 2021 and braided it with WIOA funds to ensure clients had the wrap-around services to be successful. The DSS Work and Community Programs are currently researching a funding source to continue a similar program to HITE given its success. As noted previously, Missouri uses a system of Now, Next, and Later to categorize the occupations according to the training and education typically required for success on the job. Healthcare professions are in the top three list of job openings for each of these categories validating the need for an employment training program focused on healthcare skills.
- Community Action Agencies (CAAs) may use Community Services Block Grant (CSBG) funds to coordinate and expand local services and programs related to the elimination of poverty. Activities often entail planning and management functions that facilitate shared resources and integrated approaches among multiple categorical services and programs within a community. CAAs also leverage, enhance, and supplement the impact of programs supported by other federal, state, local, and private funding sources. CAAs specifically target the strengthening of community capabilities for planning and coordinating use of broad range resources related to the elimination of poverty so that this assistance can be used in a manner responsive to local needs and conditions. CAAs are required to develop linkages that fill identified gaps in services and support innovative community and neighborhood-based initiatives. CAAs are also required to coordinate and establish linkages between governmental and other social services programs assuring the effective delivery of services to low-income individuals and avoiding duplication of services.

The one-stop delivery system works closely with education providers offering customers a large amount of educational opportunities. All education providers are listed on the state's Eligible Training Provider System. Missouri commits resources for the benefit of mutual customers, encouraging partners to work together.

The State Apprenticeship Expansion Grants support Missouri in expanding and diversifying Registered Apprenticeship Program opportunities. These strategies include convening key industry representatives, state agency leaders, and educational partners to serve as intermediaries. As strategic partners, they elevate apprenticeship as a workforce solution in both traditional and non-traditional industries including IT, healthcare, advanced manufacturing, cyber-security, business services, transportation, and others.

The merger of Workforce Development with the Department of Higher Education allows these agencies to fill gaps in service provision to Missouri customers. Job seekers utilizing Missouri Job Centers will now have greater and more flexible access to postsecondary options. Additionally, postsecondary students who do not complete college, or are looking for alternative training avenues, will be able to access more options such as work-based learning or apprenticeships through workforce development. This merger improves opportunities for employers who want access to a diverse talent pool.

H. Improving Access to Postsecondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Missouri links its training investments to targeted industry sectors and high demand occupations through Missouri Economic Research and Information Center (MERIC), and Eligible Training Providers System (ETPS). In

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most cases, these training investments are through Individual Training Accounts (ITA). An area of focus for the Missouri Job Centers (MJC) is to promote and expand their use of short-term training for stackable credentials, licenses, or certifications by working with employers promoting on-the-job training (OJT), Missouri Registered Apprenticeship Programs, and customized training. MJCs partner with area colleges and technical schools to provide career pathways resulting in postsecondary diplomas, certificates, and/or degrees.

Missouri Vocational Rehabilitation and Rehabilitation Services for the Blind

Missouri Vocational Rehabilitation and Rehabilitation Services for the Blind may provide vocational rehabilitation services to potentially eligible students with disabilities and eligible individuals, including youth with disabilities, to assist in accessing programs leading to postsecondary credentials. Services are designed to create opportunities for enrollment in comprehensive transition or postsecondary educational programs, including registered apprenticeship training programs, leading to industry-recognized certificates, credentials, licenses, and postsecondary degrees. Services for eligible participants may include access to training programs, disability-related accommodations, and support services necessary for the successful participation and completion of the training activity.

Missouri Department of Elementary and Secondary Education

The Missouri Department of Elementary and Secondary Education (DESE) will ensure all Missouri students graduate ready for success. DESE will provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement. DESE is focusing on the following initiatives:

- Increase advanced course opportunities through virtual learning
- Increase equitable access to high-quality early learning opportunities
- Expand career and technical education (CTE) programs aligned to specified career pathways or career clusters such as health science, information technology, marketing, manufacturing, etc.
- Improve charter school sponsor evaluation
- Improve support and services to schools that will further opportunities for all students through development and implementation of the Missouri School Improvement Program 6 (MOSIP).

Within DESE, the Skilled Technical Sciences of the Office of College and Career Readiness continues to support the development of students to receive postsecondary credentials. For the last three years, all 57 area career centers and colleges have been encouraged to develop work-based learning opportunities. Many educational institutions have internships and/or registered apprenticeships.

One successful initiative has been the development of registered apprenticeships at the area career centers. Students who are at least age 16 can apply for a registered apprenticeship during the summer after their junior year of high school. A registered apprenticeship is usually considered an option after high school graduation, but an early start is good for education and for business. Schools that add a registered apprenticeship program to an approved CTE program receive points toward MOSIP, which drives their accreditation with DESE.

In addition, the Office of College and Career Readiness has promoted industry-recognized credentials at the high school level that are either equal to or lead to a postsecondary credential. Students who attain these credentials are ready for the world of work, and their school district will receive points for MOSIP and school accreditation with the DESE.

Dual credit is another strategy that will aide in improving access to postsecondary credentials. Missouri high school students have the opportunity to add dual credit courses to high school studies. Dual credit courses provide high school students an opportunity to experience college-level

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coursework and to receive, simultaneously, both high school and college level credit. Providing dual credit to high school students not only works to increase the number of students graduating from high school and attending college but also reduces students' costs and time to degree completion. The primary goal of this policy is to ensure that institutions across the state deliver high-quality college experience, thereby increasing student success in, and access to, postsecondary education as students transition from high school to college.

Credits earned by students in dual credit courses that meet the guidelines of Dual Credit Delivery shall fall under the same Department of Higher Education and Workforce Development guidelines as credit in college courses subject to transfer between public and independent institutions in Missouri. College credit that is earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. In Missouri, this occurs in all CTE programs including Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri state policy allows students to earn dual credit for academic or CTE postsecondary courses taken at their high school or a postsecondary institution. All public postsecondary institutions in the state are required to accept dual-enrollment credits.

Missouri Adult Education and Literacy

Title II, Adult Education and Literacy (AEL) is located within DESE. In addition to direct relationships with postsecondary institutions as service providers, AEL is able to partner with CTE and other programs within DESE's Office of College and Career Readiness. This allows AEL programs to stay on the cutting edge of career, technical, and postsecondary opportunities throughout the state and direct all students to appropriate programs. Adult basic, secondary, and English language students are often co-enrolled in postsecondary education or training which boosts them along their career pathway as they gain basic skills needed to be productive workers, family members, and citizens. By offering education and training opportunities concurrently and contextually with workforce preparation, AEL works with partners to ensure postsecondary success for its students.

Community Services Block Grant

Community Action Agencies (CAAs) provide various services that assist those seeking postsecondary education and/or credentials, as well as services and programs that encourage and assist high school students in graduating from high school and pursuing higher education goals. CAAs also have partnerships with educational institutions that provide pathways for customers to secure additional educational opportunities.

SkillUP

SkillUP providers assess and assist individuals in creating employability plans with career pathways that lead to non-dependency on government benefits. The focus is assistance and short-term training programs that lead to rapid attachment to work. Following the assessment, participants have the opportunity to receive accreditations in many high demand fields; CDL-A Professional Truck Driving, HVAC Operation, Community Health Work, Medical Assistants, Patient Care Technicians, Welding, Manufacturing Technician, Human Resources, IT Support Technician, IT Data Cable Installation, Certified Nursing Assistants, Certified Medical Technicians, Pharmacy Technician, Phlebotomy Technician, Technical Skills certification, and Warehousing Logistics. SkillUP providers engage with local apprenticeships to create partnerships to allow clients to participate in these opportunities.

Missouri Work Assistance (MWA)

MWA continues to provide employment and training services to the declining Temporary Assistance

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for Needy Families (TANF) population. As this population has very limited financial resources and often has a long history of poverty, the strategies often include resolving multiple barriers through long- and short-term planning, training, employability skills, and supportive services. Participants complete an Individual Employment Plan (IEP) providing a personalized roadmap to care for their families and themselves and are assigned a dedicated career specialist to assist in developing the plan. Assessment results lead to being placed in one of the following activities: employment, vocational education, skills training, high school diploma or GED classes, job readiness training, or job search. MWA will continue to work with the area schools and colleges increasing apprenticeships and developing partnerships with area employers who provide educational assistance to their employees.

Workforce Development and Preparation

MJCs offer a wide variety of programs and courses to provide workers and unemployed workers the training needed to advance in their careers. These trainings include:

- WorkKeys Curriculum- to help individuals build the essential career-relevant skills needed for learning, personal development, and effective job performance. This curriculum aligns with the WorkKeys National Career Readiness Certificate® assessments so customers are prepared to take the assessments and get the best score possible.
- ACT WorkKeys Assessments and ACT National Career Readiness Certificate (NCRC)- These assessments measure foundational skills required for success in the workplace and measure a range of hard and soft skills relevant to any occupation. Successful completion of WorkKeys core assessments (Applied Math, Workplace Documents, and Graphic Literacy) can lead to earning an ACT WorkKeys® National Career Readiness Certificate™ (ACT WorkKeys NCRC®)—a credential that verifies the skills found to be most essential across industries and occupations. Tens of thousands of employers recognize the value of the NCRC, and many recommend the credential to candidates.
- On-the-job training for many high-demand occupations is available.
- Job Corps is a free educational and vocational training program that helps young people (16-24) learn a career, earn a high school diploma or high school equivalency, and find and keep a good job. Job Corps provides the all-around skills needed to succeed in a career and in life.

Since 2016, the Office of Workforce Development (OWD) has greatly expanded and reversed a ten-year downward trend in apprenticeship enrollment. Missouri has invested and coordinated over $12 million of federal funds into the expansion and modernization of registered apprenticeship programs across the state. Missouri recognizes registered apprenticeship and work-based learning as a viable tool for Missourians to obtain college credit and on-the-job learning. Missouri has a large number of students that graduate from high schools with only 51% attending a college or university. This creates large numbers of middle-skilled Missourians available for work with short-term credentials or apprenticeship programs as a practical tool for OWD.

The investment into Apprenticeship Missouri and programs across the state will continue. Apprenticeship Missouri is leading the effort to increase relevant training through work-based learning, registered apprenticeship, pre-apprenticeship, and Missouri Industry Recognized Credentials.

I. Coordinating with Economic Development Strategies

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

The core and combined state plan partners' activities used to implement Missouri's strategic vision continue to integrate with all other economic development strategies through partnership, communication and alignment with other economic development agencies and organizations.

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A strong and solid partnership exists between state-wide combined partners. The Office of Workforce Development (OWD), Department of Economic Development (DED), Department of Social Services (DSS), Rehabilitation Services for the Blind (RSB), Missouri Vocational Rehabilitation (MVR), and Department of Corrections (DOC) created business services teams that work together to deploy a targeted, regional approach to economic development strategies for Missouri allowing local regions and statewide workforce staff to team up and provide additional comprehensive services to businesses.

Local economic developers are informed of state-level workforce development strategies through attendance at the Governor's Economic Development Conference. The Missouri Economic Development Council meets throughout the year to share information and coordinate and integrate strategies and activities to align between state and local levels.

Local Workforce Development Boards (WDB) have close working relationships with local economic development agencies through Workforce Innovation and Opportunity Act (WIOA) implementation. Local economic development agencies have representation on local WDBs.

b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

Missouri's core, combined state plan, and required partners have case management systems to track client services, activities, and outcomes. These systems are designed based on the federal requirements and vary in their functionality and technology. Overall, these systems do not communicate with each other, but the partners are working toward sharing client information to ensure streamlined services.

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

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.)

Separately, these systems are:

Adult Education and Literacy (AEL)

- Literacy Adult and Community Education System (LACES) from LiteracyPro is the Missouri Department of Elementary and Secondary Education AEL statewide data information system from which federal National Reporting System data is obtained.

Missouri Vocational Rehabilitation (MVR)

- The AWARE system - The Alliance Enterprise AWARE system was deployed in 2009. AWARE is considered an excellent case management system among many of its users throughout the state. Alliance's AWARE Solutions are used nationwide, serving over 12,000 vocational rehabilitation professionals.

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Rehabilitation Services for the Blind (RSB)

- The AWARE system - RSB made the transition from System 7 to AWARE in 2019.

Department of Social Services (DSS)

- MyDSS.mo.gov is an online portal for customers to determine if they may qualify for assistance through the FSD. An application can be completed for Family Medical through the Citizen Portal. On-line or paper applications are completed to determine if eligibility for Child Care, Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) cash benefits, Low Income Home Energy Assistance Program (LIHEAP), and Health Care for Aged, Blind, or Disabled exists.

- Missouri's Eligibility and Enrollment System (MEDES) is the database used to determine eligibility for Family Mo HealthNet programs to improve delivery of support services for Missouri families. Staff manually enter information into the system or the information is received from the Federal Hub. Once the information is in the system, the system determines eligibility and automatically sends appropriate notices. MEDES was implemented in 2013 because of changes in eligibility for Medicaid due to the Affordable Care Act.

- Family Assistance Management Information System (FAMIS) is an integrated system deployed in 2000 and used by the FSD to complete eligibility determinations and case processing for SNAP; MO HealthNet Adult, Blind, and Disabled categories; TANF (cash grant and temporary assistance benefits); and Child Care. Staff manually enter applications, and the system automatically calculates benefits and sends notices. The FSD is in the process of eligibility determination for these programs to be converted to the MEDES system in the future.

- SNAP Module - All SkillUP providers utilize OWD's MoJobs system for case management participants. Referrals are made from FAMIS to this system of SNAP clients eligible for services. Providers document participant assessments, employability plans, supportive services (components), employment obtained, educational status, and enter case notes. The Able Bodied Adults without Dependents hours achieved in employment and training activities are automatically sent to FAMIS. This system allows SkillUP providers to generate reports to facilitate case management. These reports include caseload by case manager, active cases, services provided individual, employment obtained, credentials obtained, and cases that have exited the program.

- Missouri Work Assistance (MWA) Case Management System - All MWA providers utilize the MWA System for the case management of participants. Referrals and updates are received from the FAMIS eligibility system. Providers document participant assessments, employability plans, employment and training activities, employment obtained, and enter case notes. Alerts are sent to FAMIS when changes occur that impact eligibility. Participation hours in work activities are recorded in the system as well as supportive service payments to participants. The system allows providers to transfer cases from one provider to another. Templates for letters and forms are available in the system. This system also supplies MWA providers with reports to facilitate case management. These reports include transportation related expenses and work related expenses reports, Staff Details report, Temporary Waiver report, Supervisor Staff Listing report, Case Manager Caseload report, Alerts report, and Activity report. The system includes a reminder system to alert users to changes and action needed.

- Missouri's Automated Child Support System (MACCS) is used by the Child Support Division to case manage child support cases by tracking child support orders and payments, documentation of locating parents, recording establishment of paternity, monitoring and enforcing compliance orders, recording modifications of support orders, and distribution of child support collections.

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- Missouri Information System (MIS) is owned and administered through the Missouri Community Action Network. MIS allows for customer intake, assessments, and data tracking. The system provides the federally required outcomes.
- Department of Social Services Work and Community Programs has compiled a listserve of 147,000 Missouri job seekers who have opted in to receive email and text communications highlighting hiring fairs, job opportunities, and community resources. Employers can reach potential employees through specific advertisements highlighting their hourly pay, benefits, and other perks such as hiring bonuses.

Department of Higher Education and Workforce Development (DHEWD) – Office of Workforce Development (OWD)

- MoJobs, developed by Geographic Solutions, Inc., has been in place since 2017. This software platform has been implemented in multiple states. The online accessible system performs functions including client registration, case management, database, and reporting and is accessible from a portal called jobs.mo.gov. The system is customer friendly and transitions smoothly to staff assisted program enrollment. From the jobs.mo.gov portal, the system also has a public-facing side that communicates information, including job opening information, features about programs, and labor market information.

UInteract - Division of Employment Security (DES)

- UInteract is a comprehensive solution that supports the administration of the state's Unemployment Insurance program. The solution interfaces with OWD's jobs.mo.gov, creating a preliminary registration and providing unemployed workers real-time relevant information regarding potential job opportunities that fit their defined skillset, prior work history, and geographic preference. Additionally, UInteract identifies, selects, and refers eligible claimants for Reemployment Services and Eligibility Assessment programs that provide enhanced reemployment services through Missouri's Job Centers.

Missouri Services Navigator

- Missouri Services Navigator - The WIOA partners, with cooperation from other state agencies and local WDBs, launched the Missouri Services Navigator, mo.servicesnavigator.org, in July 2018. The Services Navigator is an online system that allows partner staff to easily search for programs and services across Missouri that are available in their counties and targeted specifically to meet customers' needs. From July 1, 2020 through June 30, 2021, the Services Navigator had 42,000 users and 2,800 services throughout the state of Missouri connecting people to the programs and services they need.

Labor market information products are constantly being developed and modified for application at jobs.mo.gov through the Missouri Economic Research Information Center.

These systems are well suited to jointly support state strategy implementation, analysis of outcome data at various implementation phases, and ultimately provide outcome and performance reporting.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.[10]

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[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

Missouri intends to accommodate the convenience of data entry and collection of data from job centers through the enterprise systems described in (A). Although the separate agencies have different data collection systems, Missouri Job Centers (MJC) benefit from a single data collection and database management software in MoJobs.

As noted above, partners have individual case management systems that track services, activities, and outcomes. For core partners, these systems collect program data that include performance accountability measures. The Vocational Rehabilitation (VR) programs adjusted their systems from the collection of standards and indicators data to the collection of data based on Workforce Innovation and Opportunity Act (WIOA) indicators. These programs moved from annual to quarterly reporting and from fiscal year to program year reporting. To accomplish this move, not only were systems and technology changes necessary, staff training was required.

Agencies are working together in a Data Governance Committee that oversees the operation of data matching and extraction projects using a Statewide Longitudinal Data System composed of a functional data warehouse. The Data Governance Committee is also working with a contract software vendor to develop and deploy software for the Data Warehouse so that integrated reporting for basic outcomes are possible.

Though reporting on indicator 6, Effectiveness in Serving Employers, is not required at present, the core partners of Office of Workforce Development (OWD), Missouri Vocational Rehabilitation (MVR) and Rehabilitation Services for the Blind, (RSB) have worked through the Technology, Data, and Outcomes subcommittee, to utilize the Missouri Quarterly Census Employer Wage file. This allows MVR and RSB to document and report services provided to employers. MVR and RSB will then provide a report to OWD to include for the reporting of performance on indicator 6.

2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system

Since the initial state plan, representatives from Adult Education and Literacy, Career and Technical Education, Supplemental Nutrition Assistance, Temporary Assistance for Needy Families, Vocational Rehabilitation, Wagner-Peyser, and WIOA Adult, Dislocated Worker and Youth programs continue to work collaboratively to provide smooth referrals between and among the various one-stop partner agencies. This integrated service delivery model expects each partner's staff will give customers the information they need to access partner services. If a partner is unsure of which agency to refer customers, the partner may make a referral to the local job center.

This includes the ability to provide meaningful assistance to Unemployment Insurance claimants in partnership with Division of Employment Security (DES). Missouri Job Center (MJC) staff must have adequate knowledge of claimant rights and responsibilities to assist them in understanding DES publications and correspondence.

Each partner will continue to develop the ability to track referrals and complete follow up to create a uniform and consistent process. Office of Workforce Development (OWD) requires MJC staff to document every

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referral including the method of referral and subsequent follow-up. Each referral must include an initial assessment (to the degree information can be shared), a listing of services already planned, and the services requested of the organization receiving the referrals.

Missouri continues to create policies to support the implementation of its strategies.

Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service

The core and combined state plan partners developed an MOU committing to work together to provide high-quality workforce services. Partners continue to develop policies and service agreements to support collaboration in improving services. Partners cross train job center and other partner staff on programmatic requirements and processes.

Strategy 2 - Create Sector Strategies

The partners require local providers through policy and guidance to utilize Missouri Economic Research and Information Center data or engage employers when placing clients in high-demand industry positions.

Strategy 3 - Develop Career Pathways

When partners provide job placement services, they have policies in place that require providers to create career pathways with clients. A more robust service structure allows the creation of better career pathways for customers; therefore, Missouri is initiating a combined referral process to explore the feasibility of a unified intake system.

Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals

Partners continue to learn about each service offered and use this information to align polices with Missouri's vision and goals. Creating policies that support consistent messaging is vital to improving services to customers. Co-enrollment continues to be a focus for partners and will be an ongoing effort regarding referrals and tracking services.

Strategy 5 - Create Environments that Foster Local Partnerships

Partners not only align policies at the state level but also require it at the local level to coordinate services for the benefit of the customer. Co-enrollment is a valuable part of coordinating services and remains one of leadership's priorities.

Strategy 6 - Devote and Reallocate Resources that Generate Partnerships

Partners continue to develop policies to share and reallocate resources that lead to non-duplication of efforts and additional capacity. Partners continue to follow MOU and Infrastructure Funding Agreement guidelines, which encourages utilizing all resources including cash and in-kind contributions. This leads to the opportunity for increased and new partner collaboration.

3. State Program and State Board Overview

A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

The grant recipient for the Title I Adult, Dislocated Worker, and Youth funds, and Title III Wagner-Peyser Program is the Missouri Office of Workforce Development (OWD). OWD is within the Department of Higher Education and Workforce Development (DHEWD). The Title I WIOA funds are allocated to the 14 local

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Workforce Development Boards per the WIOA requirements who then subcontract the programs through a competitive procurement process. The program delivery system for these programs is through Missouri Job Centers. OWD is also the grant recipient for the Jobs for Veterans grants and the Trade Adjustment Assistance programs.

The grant recipient for the Title II Adult Education and Literacy is the Adult Education and Literacy section in the Office of College and Career Readiness within the Department of Elementary and Secondary Education. The Title II WIOA funds are allocated to eligible grantees through a competitive bid process.

Title IV is comprised of Missouri Vocational Rehabilitation-General and Rehabilitation Services for the Blind. MVR-General is located within the Department of Elementary and Secondary Education, Office of Adult Learning and Rehabilitation Services. MVR has 25 offices statewide. Rehabilitation Services for the Blind is located in the Department of Social Services and has six regional offices statewide.

The Temporary Assistance for Needy Families block grant, funded through the Administration for Children and Families of over $200 million, provides a variety of employment and training programs, cash assistance, food assistance, childcare, and other low-income programs and supports. These programs are administered by various divisions of the Department of Social Services. SkillUP, the Missouri Work Assistance Program, Excel Centers, Jobs for America's Graduates (JAG), Jobs League and new initiatives geared towards employment and training are administered by the Department of Social Services (DSS) Work and Community Programs The program services are provided through Community Action Agencies (CAAs), Community Partnerships, local WDBs and community colleges. SkillUP is also funded through the Food and Nutrition Service.

The DSS Work and Community Programs administers the Community Services Block Grant funds and the program is administered through 19 CAAs to reduce poverty, revitalize low-income communities and to empower low-income families and individuals to become self-sufficient.

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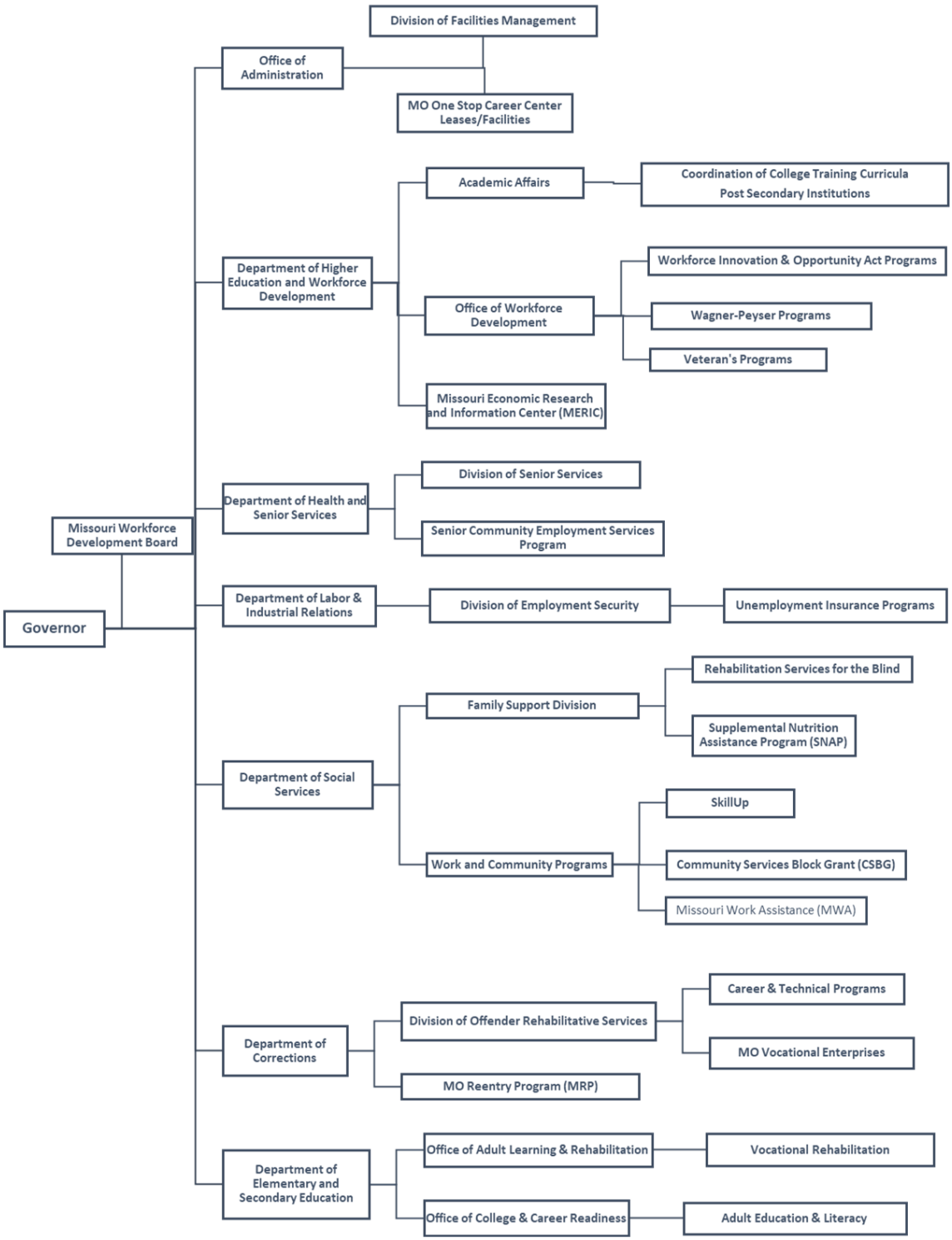

B. State Board

Provide a description of the State Board, including—

Missouri's Workforce Development Board (MOWDB) represents a wide variety of individuals, businesses and organizations throughout the state. The Workforce Innovation and Opportunity Act (WIOA) is designed to help jobseekers and workers access employment, education, training and support services needed to succeed in the labor market, and match employers with the skilled workers needed to compete in the global economy.

The Board serves as a convener of state, regional and local workforce system partners to enhance the capacity and performance of the workforce development system; align and improve employment, training, and education programs; and through these efforts promote economic growth. The Board actively participates and collaborates closely with the required partners of the workforce development system, including public and private organizations. In addition, board meetings always allow for conversations with employers, education officials, economic development representatives, and others to further efforts towards achieving the purpose of WIOA, the state's workforce vision and goals. Several state board members are also representatives on local workforce development boards. This provides a value-added component to state board meeting conversations. This approach has proven crucial in the Board's role to help integrate and align a more effective job-driven workforce system that invests in the connection between education and career preparation. State Board members value the opportunity to engage and advise Missouri's workforce partners in the setting and implementation of workforce policy for the state's local workforce regions/areas.

The vision of the State Workforce Development Board is to prepare Missourians to enter the workforce with marketable skills and provide businesses with recruitment assistance to find workers with the skills they need.

The mission of the State Workforce Development Board is to engage employers, education providers, economic development and other stakeholders to help the workforce development system achieve the purpose of WIOA and the state's strategic and operational vision and goals outlined in the State Plan.

Board Leadership

Len Toenjes, Associated General Contractors of Missouri (Newly appointed chair)

Cara Canon, ProEnergy Services—Sedalia – MOWDB Vice Chair

Dr. Mardy Leathers - MOWDB Director

Board Members

The Board includes high-level management representatives from Missouri's most successful companies, organizations and government entities. State Board members represent a broad range of perspectives and each member has a sincere desire to help enhance the workforce system. Board members bring their individual, and sometimes regional, perspectives to board discussions. Members are connected to statewide, local and regional workforce efforts. This mix of knowledge and skills supports a foundation of perspectives that ensures conversations are meaningful and encourages all members to contribute, especially from core program officials.

i. Membership Roster

Provide a membership roster for the State Board, including members' organizational affiliations.

Board Members

The Board includes a number of high-level management representatives from Missouri's most progressive and successful companies. The Honorable Michael L. Parson, **Governor** of the State of Missouri

Dr. Mardy L. Leathers, Executive Director

BUSINESS REPRESENTATIVES

1. **MOWDB Chair** Leonard Toenjes, Associated General Contractors of Missouri, St. Louis, **Business** (Construction)

2. Garland Barton, DRS Technologies, West Plains, **Business** (Advanced Manufacturing)

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3. **MOWDB Vice Chair** Cara S. Canon, ProEnergy Services – Sedalia, **Business** (Energy)

4. Dr. Don W. Cook, Jr., Capital International Communications, St. Louis, **Business**, (Information Technology)

5. Herb Dankert, Jarden Plastic Solutions, Springfield, **Business,** (Advanced Manufacturing)

6. Todd Spencer, Owner-Operator Independent Drivers Association, Oak Grove, **Business**, (Transportation)

7. Leroy Stromberg, Jr., Alberici Constructors, Inc., St. Louis, **Business** (Construction)

8. Josh Tennison, Independent Stave Company, Lebanon, **Business**, (Manufacturing)

9. Stephanie Garrett, Sedalia, **Business**, Nucor (Manufacturing)

10. Astra Ferris, Lamar, **Business,** Barton County Chamber of Commerce (Business Association)

11. Gregg Roberts, St. Joseph, **Business**, Hillyard Industries (Manufacturing)

12. Virgil White, Kansas City, **Business,** Evergy, (Utilities)

13. Celeste Cramer, Springfield, **Business,** CoxHealth (Healthcare)

LABOR REPRESENTATIVES

14. Dr. John Gaal, St. Louis-Kansas City Carpenters Regional Council, St. Louis, **Labor Apprenticeships**

15. Greta Bax, Russellville, AFL-CIO, **Labor**

CHIEF LOCAL ELECTED OFFICIALS

16. Dan Atwill, Presiding Commissioner of Boone County – Columbia, **Local Elected Official**

17. Gary Jungermann, Presiding Commissioner of Callaway County, Fulton, **Local Elected Official**

STATE ELECTED OFFCIALS

18. Senator Denny Hoskins, Jefferson City, **Missouri Senate**

19. Representative Jeff Coleman, Jefferson City, **Missouri House**

COMMUNITY ORGANIZATIONS

20. Kathy Lambert, **Director**, Connections to Success, St. Charles, **Non-Profit**

21. Jill Williams, Missouri Hospital Association, **Non-Profit**

22. Tony Bryan, Cyber Up, **Non-Profit**

STATE AGENCY REPRESENTATIVES

23. Robert B. Dixon, **Director, Department of Economic Development**, State of Missouri

24. Anna Hui, **Director, Department of Labor and Industrial Relations**, Jefferson City, State of Missouri

25. Margie Vandeven, **Commissioner**, **Adult Education and Literacy**, Jefferson City, State of Missouri

26. Zora Mulligan, **Commissioner, Department of Higher Education and Workforce Development** , Jefferson City, State of Missouri

27. Timothy Gaines, **Assistant Commissioner, Vocational Rehabilitation**, Jefferson City, State of Missouri

ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The State Board membership composition contributes to successful efforts in carrying out required functions of the Board. Due to each member's individual perspective and interests in workforce development, comments and dialogue from board members and stakeholders are highly encouraged.

Board members are sincere about their role to assist the governor in the development, implementation and modification of the state's workforce plan, policies and performance. As a result, members ensure that discussions during formal meetings include core related activities that are found at WIOA section 101(d) and include opportunities to get involved with new and innovative workforce initiatives. To support this approach, finalized meeting agendas are developed in cooperation with WIOA combined program leadership, input from the Chair, Vice Chair, requests from any State Board members, requests from state board sub-committees, and other stakeholders as appropriate. Careful review of Board functions are given great consideration during the development of the agenda to ensure that the Board is successfully achieving the critical role of leading and guiding the state's implementation of WIOA.

Agenda items discussed at Board meetings are initially framed by a subject matter expert. The subject matter experts present and discuss elements of the agenda so that all Board members are sufficiently informed and able to confidently develop recommendations and actions for the appropriate state agency. This approach ensures that the Board has opportunity to provide review of statewide policies and programs and gives members the opportunity to provide recommendations on actions that must be taken by the state to improve the workforce development system. All members have a voice in the State Board's decisions.

Board members are updated on operational results of their recommendations and action items during meetings and subcommittee meetings as appropriate. This ensures Board members are able to provide additional recommendations as needed to fulfill their obligations under section WIOA section 101(d).

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

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Each core and combined state partner is required by its federal agency to provide performance data annually. Each core partners' respective federal agency sets the target and timeline for the Workforce Innovation and Opportunity Act (WIOA) measures. The partners work with their federal agency to meet or exceed Missouri's targets, while working with applicable local and regional entities.

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Missouri Job Centers

Missouri implemented a job center certification process for comprehensive Missouri Job Centers (MJC) and affiliates under WIOA. Each site that makes available one or more of the one-stop partners' programs, services, or activities are evaluated based on standards and expectations for service coordination as defined by the State Workforce Development Board (WDB). Certification teams are comprised of one representative from each of the four core partner programs and are charged with conducting independent and objective evaluations. The certification process includes on-site evaluations that incorporate interviews with MJC leaders and evaluation of customer satisfaction surveys, documentation required for state and federal compliance, and physical and programmatic accessibility.

The MJC evaluation and certification process is conducted at least once every three years and review of certification criteria occurs every two years as part of the review and modification of the WIOA State Plan. The team charged with reviewing the certification criteria is comprised of core and combined state plan partner representatives who examine the certification criteria to ensure it is a comprehensive and pragmatic approach to determining customer satisfaction, physical and programmatic accessibility, and continuous improvement.

The WIOA partnership will assess the progress of meeting its performance goals by looking at performance on a regular basis. While the partners have the ability to look at most of these on a monthly basis, the intention is to view a subset of the following measures monthly and all of them on a quarterly basis. Additionally, updates on performance will be presented to the State on a quarterly basis. This includes whether the targets are met for the following:

- the WIOA common measures: Employment (Q2 and Q4), Earnings, Credential attainment, Measurable Skills Gain and Employer Effectiveness;
- total customers to be served;
- rate of achieving performance targets (percent of goal attained) and any anomalies in the data; and
- whether or not the actual data are meeting accuracy of forecasted data.

Additional outcomes beyond the reported performance measures are also reviewed and will be developed with one-stop partners.

Adult Education and Literacy

Title II AEL in Missouri strongly commits to helping local adult education programs provide the highest quality student services. In addition to required annual performance reporting, AEL staff provide continuous monitoring, evaluation, and technical assistance to help improve outcomes, share resources, and grow adult education opportunities based on the needs of the state.

AEL employs a four component monitoring system for ongoing real-time assessment of local service providers.

1) Desk Review: Each month, the AEL team reviews financial and program enrollment/performance data of each local service provider. This real-time review evaluates budgets, actual expenditures, cost per student, persistence of student attendance and combined WIOA performance measures. This process allows AEL to provide immediate technical assistance in areas of concern as opposed to waiting until end-of-year reporting. Local service providers also have access to a dashboard displaying all data reviewed by AEL.
2) Self-Assessment: Based upon a risk assessment, local programs must submit a self-assessment to DESE AEL ensuring compliance with grant/contract requirements.
3) On-Site Monitoring: AEL regularly evaluates the quality of providers on-site each year based on a revolving schedule and risk assessment. The reviews ensure that local programs follow state and

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federal guidelines, performance measures are on target, program operations are efficient, and instruction is effective.

In addition to mentoring from visiting local program staff, on-site reviews include

a. fiscal/program management and reporting;
b. teacher certification and professional development requirements;
c. data entry and management;
d. student assessment procedures;
e. student intake and orientation process;
f. teaching/classroom observation;
g. instruction;
h. recruitment and retention;
i. facilities;
j. local program policies; and
k. documentation and record retention requirements.

4) Corrective Action: If monitoring reveals areas of noncompliance or concern, the local service provider must submit a corrective action plan for approval by AEL.

Vocational Rehabilitation

VR will assess its performance based upon the WIOA common performance measures as well as agency goals and objectives. The VR executive leadership team along with district office management review performance data on a monthly basis to determine progress toward goals and opportunities for improvement. VR's case services and financial services work in tandem evaluating performance data for short- and long-term decision making. In addition, VR's statewide quality assurance team evaluates case management providing guidance on program performance.

B. Assessment of One-Stop Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

Partner programs follow their respective federal requirements. At a minimum, each partner program is assessed according to federal guidelines.

Department of Social Services Work and Community Programs

A Performance Monitoring Unit was established in March 2018. This unit is responsible for monitoring employment and training providers to ensure providers are utilizing federal funds for their intended purpose and outcomes. In addition, programmatic monitoring is completed to ensure providers are adhering to their contracts and other program requirements. Providers are subject to self-monitoring, Department of Social Services (DSS) monitoring, and Food and Nutrition Services (FNS) monitoring.

SkillUP and Missouri Work Assistance (MWA) providers must conduct self-monitoring on 20% of their cases. The DSS Work and Community Programs will make an on-site visit to review cases and office procedures. This monitoring may include, but is not limited to, auditing of participant case files (electronically or on-site), review of fiscal records and surveying of providers and/or participants. The fiscal monitoring of SkillUP and MWA providers has been contracted to a third-party agency. If deficiencies are found, the provider will be required to submit a corrective action plan to correct these deficiencies.

In addition, the DSS Work and Community Programs conducts monthly focused case reviews. These reviews target a specific component or requirement to ensure that providers are correctly using the component or understand the requirement.

Federal reporting measures for the SkillUP program include:

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- Number of participants that obtained unsubsidized employment in 2nd and 4th quarter after participation in an E&T program.
- Median quarterly wages in 2nd and 4th quarter after participation in an education and training (E&T) program.
- Number of participants that completed educational, training, and work experience, or an on-the-job training component.

MWA participants must engage in work activities, which lead to employment. Temporary Assistance (TA) recipients, age 18 or older and teen parents under the age of 18, receiving assistance are required to participate in the MWA program with a provision for good cause exemptions on a limited basis. Failure of these individuals to participate results in a 50% reduction in TA benefits. The Administration for Children and Families (ACF) /Office of Family Assistance (OFA) determines the work participation rate (WPR). With the caseload reduction credit, Missouri continues to meet the required WPR. ACF/OFA is reviewing the WPR policy and considering changes. Missouri has undertaken the best interest of the participant approach to help increase the possibility of economic stability.

MWA also measures:

- number of persons employed, which resulted in Temporary Assistance for Needy Families (TANF) case closing;
- average number of persons participating in a work activity;
- increase in the number of participants gaining education, credentials or skills training; and
- increase in the number of participants with a defined career pathway.

Community Services Block Grant eligible entities are monitored triennially with a full onsite review and annually for organizational standards. Follow-up reviews, including return visits, are performed for those entities that failed to meet state goals, standards and requirements, and other reviews as appropriate.

Jobs for America's Graduates measures:

- number of students in the program;
- average number of contact hours per student;
- number of graduates; and
- number of students transitioned to postsecondary education and meaningful employment.

Jobs League currently has a requirement to provide work experience for up to 320 hours; however, there are no measurable goals. The administration changed from Office of Workforce Development to the DSS Work and Community Programs., DSS Work and Community Programs will add measurements to focus on the strategic priority of the program of moving families to economic independence.

Excel Centers, began in 2018, and are reimbursed for tuition. The WIT in coordination with the Excel Centers will create measures based on completion rate and employment and/or postsecondary education rate.

C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

Representatives from the Workforce Innovation and Opportunity Act (WIOA) Steering Committee report results of Section 116 performance data to the State Workforce Development Board as do the local workforce

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development boards (WDB). These results are used to assess program effectiveness of core, one-stop partners. The WIOA Steering Committee uses this data to review trends, look for improvement opportunities, and set program and policy direction. The primary responsibilities of the WIOA Steering Committee are to oversee the execution of the combined state plan, oversee and direct subcommittees focused on plan strategies and to evaluate partner performance on a quarterly basis to ensure the quality and effectiveness of service delivery to workforce system participants. The committee also utilizes performance outcomes and quality assessment information to implement strategies and best practices to improve any deficiencies.

Missouri Vocational Rehabilitation (MVR) and Rehabilitation Services for the Blind (RSB) previously used federal standards and indicators to evaluate their performance. With the passage of WIOA, MVR and RSB are now utilizing the required performance indicators found in Section 116 of the Act for program evaluation. The review and analysis of this quarterly data is a valuable assessment tool and aids MVR and RSB in determining goal attainment as well as providing the opportunity for comparison across core partner agencies. MVR and RSB have adjusted their case management systems to support the common performance measures.

Until this plan period, MVR and RSB were only required to report baseline data for the first five performance indicators as performance data collection was not mandatory until PY 2017. For the PY 2020 – 2023 state plan, MVR and RSB were required to only report an expected level of performance for measurable skill gains (MSG).

MVR and RSB use MSG to evaluate how well clients and employers are being served as MSG is a good measure of program effectiveness and success. MVR and RSB analyzed the following MSG data:

<u>RSB</u>

PY 2017: 74.3%

PY 2018: 49.5%

PY 2017 and PY 2018 Average: 61.9%

<u>MVR</u>

PY 2017: 15.9%

PY 2018: 18.0%

PY 2017 & PY 2018 Average: 16.9%

PY 2019: 43.7%

PY 2020: 77.7%

PY 2019 & PY 2020 Average: 60.7%

Based on PY 2017 and PY 2018 data, Missouri estimated its expected MSG level of performance for PY 2020 would be 18.0% and 18.5% for PY 2021. The agencies negotiated 20.0% for PY 2020 and 20.5% for PY 2021 with Rehabilitation Services Administration (RSA).

After reviewing its performance on indicator 5, MSG, MVR determined an increase of this measure was necessary. MVR developed recommendations and strategies to improve clients' attainment of MSG. Upon implementation of these, MVR exceeded 20.0% with an MSG rate of 43.7% for PY 2019 and 77.7% for PY 2020. Performance negotiations for indicators 1 through 5 are expected to be completed spring 2022.

In Fiscal Year (FY) 2021, 7906 students enrolled in Adult Education, meaning they were pre-tested and persisted 12 hours or more out of a total of 9761 reportable individuals, as reported through the Missouri Literacy Adult and Community Education System (LACES). This is an 81% persistence rate. The drastic drop in enrollment from previous years is attributed to the global pandemic's impact on AEL's ability to serve students when classrooms were suddenly closed for extended timeframes. In response, Missouri AEL developed a new

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Distance Education policy and provided opportunities for all local service providers to reach students virtually leading to an immediate increase in enrollment.

Also in FY 2021, 68% of the participants were administered post-tests, which is slightly less than the pre-pandemic years and higher than 2020, which was the first year of the pandemic.

In FY 2021, 67% of post-tested students completed an educational functioning level or advanced to higher educational functioning levels, which is a decrease of 4% from the previous year. This decrease is also attributed to the pandemic. With the development and expansion of distance education, DESE AEL expects this to return to normal levels.

Development, expansion, and improvement of adult education and literacy service delivery in Missouri are driven by enrollment and performance data. Monthly, AEL staff review program enrollment, financial, and performance data and provide immediate technical assistance based on those examinations. Every other month, AEL staff share statewide performance dashboards with local programs and discuss the strategic path forward to address gaps shown by the statistics. At the conclusion of each program year, AEL staff evaluate the statewide data and work with local programs to adjust service delivery. Analysis of enrollment and performance data ensures equitable access to adult education programming for all individuals and allows local programs to address the success of students with certain demographic classifications. AEL determines funding allocations and bonus distributions using assessed past effectiveness as a factor.

The Office of Workforce Development (OWD) utilized the MoPerforms reporting system to track performance outcomes. OWD was not able to meet 90% of Credential Performance in Youth in PY2019 but has significantly increased performance for PY 2020 in Youth and have maintained high performance levels in the other programs even with COVID restrictions and closures. OWD was quick to respond and adapt when COVID restrictions were initially into place to allow for participants to still receive services or begin new services helping to keep performance moving in the right direction.

During PY 20, the methods of service delivery for Missouri's citizen and employer customers changed as a result of the pandemic. These shifts in service delivery resulted in strong customer satisfaction ratings that OWD will build upon for future years.

OWD leveraged technology to serve employers. Missouri served employers virtually throughout most of the year to deliver one-on-one services. In addition, virtual hiring events allowed employers the opportunity to connect with workers while distancing. During the program year, 23 virtual job fairs were held, with 738 employers receiving log-in credentials. Missouri received 339 surveys from employers during the program year. As a direct correlation to the return of in-person hiring events, 55%of surveys were received during the fourth quarter. Overall, employers rated services at 95.5%during PY 20, an increase over the past program year.

MISSOURI BUSINESS SATISFACTION RATES (Very Satisfied + Satisfied Responses)	
PY17	95.5%
PY18	96.4%
PY19	93.4%
PY20	95.5%

Citizens were also served differently during the program year. In addition to providing reemployment services to citizens, OWD assisted with Unemployment Insurance (UI) claims for weekly benefits. This allowed staff to provide information on the employment and training initiatives available to those affected by layoffs as they planned for returning to the workforce. Satisfaction with these services was rated very high. Nearly 5,850 citizens returned satisfaction surveys with an overall rating of 97.2%, matching the previous program year.

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MISSOURI CITIZEN SATISFACTION RATES (Very Satisfied + Satisfied Responses)	
PY19	97.2%
PY20	97.2%

Efforts going forward will be on increased quantity of surveys collected across all regions and Missouri Job Centers as well as heightening interest and skill in the delivery of services from a satisfaction standpoint.

In early 2020, the WIOA core partners met to design a "WIOA Partner Satisfaction Survey." The survey was targeted to both frontline staff and leadership to determine cross-agency satisfaction with not only delivery of services to participants, but the level of engagement and collaboration between partners. These survey results are also being evaluated by the WIOA Steering Committee.

Core partners have completed performance negotiations with their respective federal agencies; moving forward, progress toward these outcomes will be evaluated by the partners through the WIOA Steering committee.

D. Evaluation

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

As grants, contracts, and cooperative agreements become available to focus on evaluations, the Workforce Innovation and Opportunity Act (WIOA) partners collaborate to meet the requirement of the opportunity. One example of this collaboration is the Workforce Data Quality Initiative Grant. Partners collaborated to utilize grant funds to upgrade the Missouri Vocational Rehabilitation (MVR) and Rehabilitation Services for the Blind (RSB) AWARE case management system. This upgrade focused on the collection of employer data so partners could co-report on the Effectiveness in Serving Employers common performance measure.

In 2018, a cross-departmental committee was formed to increase the number of Missourians working at a living wage and on a career pathway. This committee analyzed nearly 70 employment-involved programs, all of which have their own data systems and performance measures. Many of the committee's recommendations align with WIOA principles and requirements. These recommendations include data sharing agreements, program outcome reporting and the creation of a comprehensive service model delivery support and referral system.

Recommendations are awaiting the governor's cabinet approval. It has been proposed that the WIOA Steering Committee work on cabinet-approved recommendations to aid in the evaluation of WIOA partner programs.

Missouri continues to develop its State Longitudinal Data System (SLDS) for exploring research opportunities. The SLDS was developed using a USDOL grant from the Workforce Data Quality Initiative. The warehouse remains functional and updated with selected data sets and is governed by an established interagency SLDS data committee.

Partner agencies continue to share performance and program effectiveness outcomes via their respective management systems as well as satisfaction survey results. A coordinated review of these results occurs through the WIOA Steering Committee on a quarterly basis, and reported by this team to the State Workforce Development Board. Through such mechanisms as the Workforce Data Quality Initiative Grant (WDQI), SLDS, and other cross-departmental committees, partners collaborate on movement toward data integration.

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5. Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I Programs

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth Activities in Accordance with WIOA Section 128(b)(2) or (b)(3)

The State of Missouri uses the formula outlined at Section 128(b) for allocation of youth funds not set aside for statewide purposes. The formula is three equal parts: relative share of individuals unemployed in Areas of Substantial Unemployment (ASU), relative share of excess unemployed individuals, and relative share of economically disadvantaged youth.

The Youth allocation has a hold harmless provision based on 90% of the average prior two year's relative share. The funds allocated to local areas are determined using data provided to Office of Workforce Development by the Missouri Economic Research and Information Center.

The State of Missouri reserves the right to utilize the alternative allocation methodologies outlined in WIOA but does not currently incorporate any additional data elements. ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

ii. Adult and Training Activities in Accordance with WIOA Section 133(b)(2) or (b)(3)

The State of Missouri uses the formula outlined at Section 133 (b)(2)(A)(i) for allocation of adult funds not set aside for statewide purposes. The formula is three equal parts similar to the youth allocation: relative share of individuals unemployed in Areas of Substantial Unemployment (ASU), relative share of excess unemployed individuals, and relative share of economically disadvantaged adults.

The Adult allocation has a hold harmless provision based on 90% of the average prior two year's relative share. The funds allocated to local areas are determined using data provided to Office of Workforce Development by MERIC.

ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

iii. Dislocated Worker Employment and Training Activities in Accordance with WIOA Section 133(b)(2) and Based on Data and Weights Assigned

The State of Missouri uses the data categories outlined at Section 133 (b)(2)(B)(ii) for allocation of dislocated worker funds not set-aside for statewide purposes which includes rapid response activities. The data categories are insured unemployment data (average number unemployed based on UI records), unemployment concentrations (unemployed in Areas of Substantial Unemployment (ASU)), plant closing and mass layoff data (from WARN and non-WARN layoffs), declining industries data (summary of employment losses for prior 2 years), farmer/rancher economic hardship data (when an appropriate data source can be identified in consultation with the Missouri Economic Research and Information Center (MERIC)), and long-term unemployment data (long-term unemployed).

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The dislocated worker allocation has a hold harmless provision based on 90% of the average prior two year's relative share.

The funds allocated to local areas are determined using data provided to Office of Workforce Development by MERIC.

The State of Missouri reserves the right to utilize the alternate allocation methodologies outlined in WIOA but does not currently incorporate any additional data elements.

ASU and Excess Unemployed are defined in detail in WIOA but generally refer to unemployment rates of 6.5% and 4.5% respectively.

B. For Title II

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

Title II, Department of Elementary and Secondary Education Adult Education and Literacy (DESE AEL), manages a three-year competitive grant/contract cycle. Eligible service providers within the state are funded enabling development, implementation and improvement of local adult education and literacy activities. Applications are competitive, open, and available to all eligible applicants. Grant/contract allocations are awarded for one year, with two one-year renewal opportunities based on program performance and available funding.

Eligible service providers funded by Title II DESE AEL must use the funding to establish or operate programs that provide adult education and literacy activities and English language acquisition concurrently with civics and/or workplace training.

Through the competitive grant process, Missouri ensures that:

1. all eligible service providers have direct and equitable access to apply and compete for grants/contracts;
2. all eligible services providers experience the same grant/contract announcement and application process; and
3. all eligible service providers must only use funds awarded by DESE AEL through grants/contracts for adult education and literacy activities.

Funds awarded by DESE AEL must only be used for supporting or providing programs, services, or activities for eligible individuals as defined in WIOA. Missouri may use such funds for services or activities related to family literacy; however, prior to providing family literacy activities to non-eligible individuals, an eligible provider must attempt to coordinate with programs and services that are not funded by Title II of WIOA and must receive approval from DESE AEL.

DESE AEL distributes Title II funds based on the ranking of applications received, which is determined by scoring the applications. The standardized scoring scale includes prior performance, budget, program operations, plus alignment with the local workforce and WIOA partnerships. Applicants are also scored on identification of needs in their geographic area that justify the funds requested and the proposed number of students they will serve. DESE AEL does not use county-based formula funding because the entire state is not currently covered by applicants for Title II funds. To fill geographic gaps, local programs offer virtual classes and DESE AEL sponsors MOLearns, a virtual platform for adult basic/secondary education offered statewide.

In awarding grants or contracts for adult education and literacy activities to eligible service providers, Missouri DESE AEL considers the following:

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1) The degree to which the eligible provider is responsive to:
   a) regional needs as identified in the local workforce development plan; and
   b) serving individuals in the community who are identified in such plan as the most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners.
2) The ability of the eligible provider to serve eligible individuals with disabilities, including those with learning disabilities;
3) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy and the degree to which those improvements contribute to meeting the state's adjusted levels of performance for the primary performance indicators;
4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of WIOA, as well as the activities and services of the one-stop partners;
5) Whether the eligible provider's program:
   a) is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains; and
   b) uses instructional practices that include the essential components of reading instruction;
6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7) Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
8) Whether the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by Missouri, where applicable, and who have access to high-quality professional development, including through electronic means;
10) Whether the eligible provider coordinates with other available education, training. and social service resources in the community to develop career pathways, such as by establishing strong links with elementary and secondary schools; postsecondary educational institutions; institutions of higher education; local WDBs; one-stop centers; job training programs and social service agencies; business; industry; labor organizations; community-based organizations; nonprofit organizations; and intermediaries;
11) Whether the eligible provider's activities offer the flexible schedules and coordination with federal, state, and local support services, such as child care, transportation, mental health services, and career planning, that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12) Whether the eligible provider will enter data and use reports from LACES (student data management information system) and monitor program performance; and

Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Within its grant/contract competition, DESE AEL establishes a process that requires the submission of all applications for funds under Adult Education Family Literacy Act (AEFLA) to the appropriate local WDBs for review.

The process includes

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1) submission of the applications to the appropriate local WDB for its review of consistency with the local plan within the appropriate timeframe; and
2) an opportunity for the local WDB to make recommendations to DESE AEL to promote alignment with the local plan.

Missouri considers the results of the local WDB review to determine the extent to which the application addresses the required considerations.

Eligible providers seeking a grant/contract must submit an application to DESE AEL containing information and assurances including

1) a description of how funds awarded under this title will be spent consistent with the requirements of AEFLA, Title II of WIOA;
2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3) a description of how the eligible provider will deliver services in alignment with the local workforce development plan, including how such provider will promote co-enrollment in programs and activities under Title I as appropriate;
4) a description of how the eligible provider will meet the state-adjusted levels of performance for the primary indicators of performance;
5) a description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to
    a) provide access through the one-stop delivery system to adult education and literacy activities;
    b) in accordance with the methods agreed upon by the local WDB and described in the memorandum of understanding, use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, where appropriate;
    c) enter into a local memorandum of understanding with the local WDB, relating to the operations of the one-stop system;
    d) participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of WIOA; and
    e) have a willingness to provide representation to the local WDB if asked by the state agency;
6) a description of how the eligible provider will deliver services in a manner that meets the needs of eligible individuals;
7) information that addresses the 13 considerations; and
8) documentation of the activities required for local board review.

Only organizations that have demonstrated effectiveness in providing adult education and literacy activities may apply for a grant/contract. These organizations may include, but are not limited to:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and
- a partnership between an employer and an entity described above.

To demonstrate past effectiveness, an eligible provider must provide past performance data that includes skills improvement of eligible individuals, particularly eligible individuals who have low levels of literacy, in the

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content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet the requirements of this section:

1) DESE AEL takes into account the past performance of the provider that has been previously funded under Title II of WIOA including performance data required under Section 116 of WIOA to demonstrate past effectiveness.
2) Eligible providers not previously funded under Title II of WIOA must provide performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals, including evidence of success in achieving outcomes listed in this section.

Timeline: The January-July 2023 timeline below is an estimate and subject to change.

- Early January: Invitation for Bid announcement in newspaper and website
- Late January: Pre-Bid Conference
- February-March: technical assistance provided to potential bidders
- Late March: bids due
- April: evaluate, score and slate bids
- May: announce allocations
- July 1, 2023: begin AEFLA grant/contract cycle.

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

Missouri ensures direct access to all eligible providers in the state who require an application for a grant/contract. Eligible service providers submit applications directly to DESE AEL and are not required to apply through another agency or agencies in a multi-tiered process. The process of direct application pertains regardless of whether an applicant, if awarded funds, is a grantee or a contractor.

DESE AEL publishes a notice of program and funds available in at least two major newspapers that have state-wide circulation. DESE AEL publishes the Grant and Invitation for Bid Applications at AEL.MO.GOV. The Missouri Office of Administration has established guidelines and procedures for the selection and awarding of grants/contracts which DESE AEL must follow.

Missouri DESE AEL uses an identical grant or contract announcement and application procedure for all eligible providers. Access to the grant or contract bid specifications is only available through AEL.MO.GOV, ensuring that all eligible providers have direct and equitable access to apply and compete for grants or contracts.

All eligible providers must use a duplicate application process. All applications are evaluated using an equal rubric and scoring criteria.

C. Vocational Rehabilitation Program

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State

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Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The distribution of funds as confirmed by the Rehabilitation Services Administration (RSA) is 87% for Missouri Vocational Rehabilitation and 13% for Missouri Rehabilitation Services for the Blind.

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation

Missouri is developing a phased approach to making management information systems interoperable to support assessment and evaluation. With no additional federal funds available to implement large-scale changes, Missouri is working on small, partnered projects and looking for larger opportunities as they become available.

Small, partnered projects, like the interface to facilitate deduplication of data related to services to employers, the Services Navigator, and the statewide referral system, provide a means for WIOA core and combined state plan partners to share data and maximize efficiency and provide a start in supporting assessment and evaluation. These small projects, which start combining data and are affordable, can grow into larger efforts.

The WIOA core and combined state plan partners are very aware of the need to develop management information systems that allow partners to exchange common data elements. Without additional funding, time will be the element that partners will use to find opportunities to enhance systems to facilitate data sharing.

ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan

Missouri is developing a phased approach to making management information systems interoperable, as presented to the federal co-enrollment work group in 2018. With no additional federal funds available to implement large-scale changes, Missouri is working on small, partnered projects and looking for larger opportunities as they become available.

Small, partnered projects, like the interface to facilitate deduplication of data related to services to employers, the Services Navigator, and the statewide referral system provide a means for WIOA core and combined state plan partners to share data. These projects are specifically designed to develop methods to streamline intake and service delivery. These small projects, which start combining data and are affordable, can grow into larger efforts.

The WIOA core and combined state plan partners are very aware of the need to develop management information systems that allow partners to exchange common data elements. Without additional funding,

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time will be the element that partners will use to find opportunities to enhance systems to facilitate data sharing.

iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals

Missouri is developing a phased approach aligning technology and data systems across the workforce system. With no additional federal funds available to implement large-scale changes, Missouri is working on small, partnered projects and looking for larger opportunities as they become available.

Small, partnered projects, like the interface to facilitate deduplication of data related to services to employers, the Services Navigator, and the statewide referral system, provide a means for WIOA core and combined state plan partners to share data. These projects are specifically designed to improve services to individuals, including unemployed individuals, by making information on what resources are available to customers across all partners. These small projects, which start combining data and are affordable, can grow into larger efforts.

As mentioned previously, partners collaborated to utilize Workforce Data Quality Initiative (WDQI) grant funds to upgrade the Missouri Vocational Rehabilitation (MVR) and Rehabilitation Services for the Blind (RSB) AWARE case management system. This upgrade focused on the collection of employer data so partners could co-report on the Effectiveness in Serving Employers common performance measure. The Missouri Quarterly Census Employer Wage (QCEW) file was integrated into MVR's and RSB's case management system. This allows MVR and RSB to document and report services provided to employers. MVR and RSB will then provide a report to the Office of Workforce Development (OWD) to include in the Effectiveness in Serving Employer Measure for the ETA 9169.

OWD has given all WIOA core partners access to their MoJobs case management system. This affords any partner the opportunity to access customer information to assist with common intake, referrals, and sharing of information between agencies. The SkillUp employment program, offered by DSS Work and Community Programs, not only utilizes MoJobs in this manner, they also collaborated with OWD to purchase their own performance module through the system vendor, GeoSol. This type of alignment and integration effort assists in advancing service delivery to TANF participants and other low-income individuals.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2))

Core partners are able to meet the obligation to submit the performance data required on time.

B. Assessment of Participants' Post-program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

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Missouri will use the workforce development system to assess the exiters from its core programs using direct results or proxy determinations depending upon the core program. The data for entering, persisting in and completing postsecondary education, or entering or remaining in employment will be the factors produced for each core program. Missouri will not set additional indicators.

Each core program and combined state plan partner uses data matching or self-reported information to determine employment performance. Exiting participants are matched for employment using Unemployment Insurance wage credits or the data system is updated with self-reported data for second and fourth quarter employment.

Secondary and postsecondary attainment on exited participants are matched with the High School Equivalency (HSE) records, high school diploma records, postsecondary records available from the Department of Higher Education and Workforce Development, and the National Student Clearinghouse or other appropriate documentation must be produced by the participant.

The implementation in Missouri also has the potential to benefit from having direct access to post-program data that could be achieved by the use of Missouri's State Longitudinal Data System (SLDS). The partners have the option of participating in monthly SLDS meetings about common programs, research and data sharing needs and grant projects surrounding this research. The data warehouse is operated under the use of a governance agreement and a Memorandum of Understanding (Data Sharing Agreement). This system is available for use in research projects and agency staff have proposed moving forward with a pilot project to support the learning and opportunities to be gained from examining and developing recommendations based on this post-program data.

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

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Missouri's workforce performance data system for reports and queries, as well as its SLDS, were designed from inception to use aggregated UI Wage Record Data. These systems use an automated, daily, overnight data load of aggregate UI Wage Record Data matched to workforce participant data. The use of aggregated wage record data ensures adherence to confidentiality and disclosure provisions within UI law.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The privacy safeguards incorporated in Missouri's workforce development system ensure adherence to confidentiality and disclosure provisions for state Unemployment Compensation (UC) information and the Family Education Right to Privacy Act (FERPA). These privacy considerations are embraced within the state workforce development system in three significant ways:

1) any access to such data is only by an employee of the State of Missouri and through the respective state agencies' human resources unit; each agency has agreed to adherence to confidentiality considerations of participant data as a term of employment;
2) any access to such data is limited only to persons having been trained in the access, use, and application of confidential participant data using respective agencies' confidentiality training; and
3) adherence to the use of aggregate data in the analysis and evaluation of participant data means the system complies with confidentiality and disclosure provisions under FERPA and the UC program.

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7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

The Disabled Veterans Outreach Program (DVOP),Local Veterans' Employment Representatives (LVERs) and Consolidated Staff (CODL) are fully integrated into the Missouri Job Centers as detailed by the Missouri Jobs for Veteran State Grant (JVSG) Veterans State Plan. The role of the DVOP and CODL will not be to supplant the Wagner-Peyser responsibilities for providing priority of service to veterans, but to assist veterans with significant barriers to employment (SBE) to overcome their barriers or mitigate their barriers so the veteran is job ready through case management. Once the veteran is job ready, the DVOP will work with Missouri job center (MJC) staff to create employment opportunities for job ready veterans, while the CODL will work directly with employers to advocate for the job ready veterans. The DVOP, LVER, and CODL will not be assigned duties that violate Title 38. The DVOP and CODL will share case management for veterans enrolled in WIOA and other programs with the providers of those programs. The LVER and CODL will work with employers to increase employment opportunities for veterans and all job seekers.

The Jobs for Veterans State Grant (JVSG) requires compliance with Title 38, Chapters 41 and 42, in that all service delivery points of the grantee will provide veterans' priority of service in the provision of all labor-exchange services, and specifically when making referrals for job openings and training opportunities.

Local service delivery points are monitored to ensure that programs provide the required priority of service to veterans. Whenever necessary, corrective action plans will be developed and appropriate technical assistance concerning priority of service to veterans will be provided. The agreement reached between USDOL, Veterans' Employment and Training Service (VETS) and the state will be the governing agreement for veterans' services within the MJCs where funding is used to provide services to the state's veteran customers.

When a veteran or covered person enters the MJC, they are met at the front desk via an MJC staff person or a check in consol. They are verbally or electronically asked specific questions to determine if they have veteran or covered person status. An assessment is then conducted to determine if they have a Significant Barrier to Employment (SBE) and qualify for DVOP/CODL services, or if they should be served by other appropriate MJC staff. From this triage stage they are placed in a queue and seen and assisted by the next available MJC staff. Signage is also posted within the MJC making veterans and covered persons aware of Priority of Service. In the event that a DVOP/CODL is not available, those veterans/covered persons determined to have a SBE and qualify for DVOP/CODL services will be placed at the front of the line and seen by the next available MJC staff.

Missouri implements the priority of service by issuing guidance to all Workforce System staff and providing regular ongoing training to all MJC staff. Priority of Service is monitored by the Compliance and Monitoring team as well as office visits from the Veteran Program Coordinator, JVSG Regional Leads, and state Operations Coordinators.

Other Eligible Individuals:

DVOPs and CODL will work in a team approach to serve veterans with SBEs. They will coordinate their efforts by communicating with other MJC staff if the veteran is enrolled in other USDOL programs, in addition they will coordinate with outside service organizations to provide services to the SBE veteran.

Missouri will utilize a triage process to refer SBE veterans to DVOP/CODL staff. Once MJCs conduct an initial assessment they are referred to the DVOP/CODL staff for individualized career services. DVOP/CODL will work with community partners to identify SBE veterans when they are conducting outreach. Once an SBE veteran is

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identified they will work with them on an out stationed basis or at the MJC to provide individualized career services.

Missouri will provide regular quarterly updates to all offices to ensure that Missouri is adhering to priority of service guidelines. Missouri will monitor priority of service by our Compliance and Monitoring team as well as office visits from the Veteran Program Coordinator, JVSG Regional Leads and State Operations Coordinators. If any issues are discovered they will be addressed by the Veteran Program Coordinator and the Compliance and Monitoring team. DVOP/CODL staff will provide services to SBE veterans. LVER staff and CODL will work with employers and create job opportunities for veterans.

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

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Missouri has a committee specifically focused on one-stop certification criteria. The committee has established the criteria for certification, including accessibility. This committee includes representatives from Missouri Vocational Rehabilitation, Rehabilitation Services for the Blind and the Centers for Independent Living that will assist with training and technical assistance to ensure accessibility of facilities, programs, services, technology and materials for individuals with disabilities. Accessibility criteria for certification includes the requirements contained with Section 188, which includes policy review, adaptive technology equipment availability and emergency procedures.

In order to better serve Missouri Job Centers' (MJCs) customers, the workforce partners worked with the Missouri Department of Mental Health, Great Plains ADA Center, the Center for Independent Living, and the Missouri Commission for the Deaf and Hard of Hearing. Training was coordinated by the state and local level Equal Opportunity Officers for MJC staff. Through this collaboration, partners developed a statewide survey to gather information from job seekers on the social, environmental, and physical accessibility of the MJCs. Local areas used this feedback as a guide to improve training and technical assistance for serving individuals with disabilities.

The State Equal Opportunity Officer coordinates training for Local Equal Opportunity Officers and other partner staff, which includes Vocational Rehabilitation staff, to bring awareness to WIOA Section 188 requirements. The Missouri's Nondiscrimination Plan describes how the state will conduct annual monitoring for each local workforce development area/region to ensure compliance with WIOA Section 188, 29 CFR 38, and the Missouri Nondiscrimination Plan.

Office of Workforce Development (OWD) policy for assistive technology, OWD Issuance 12-2017 "Minimum Standards for Assistive Technologies in Missouri Job Centers," provides guidance for basic assistive technology at each MJC. In 2018, a survey of all job centers was completed that provided additional information on the strides made to make every job center accessible for individuals with disabilities. In 2019, OWD rolled out installation of Windows 10, which has many built-in accessibility features. Training for all staff on utilizing assistive technology include both online and classroom classes.

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Policy guidelines for one-stop certification were updated and issued in 2019. Included in the issuance are criteria for programmatic and physical accessibility. Onsite reviewers were provided an extensive checklist to confirm that every MJC meets WIOA standards of programmatic and physical accessibility.

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

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

The Office of Workforce Development (OWD) and its local workforce development boards (WDBs) are obligated to provide affirmative outreach (formerly universal access) to programs, services and activities as required in Section 188 of WIOA. OWD and its recipients are responsible for taking the appropriate affirmative outreach steps to ensure equal access to programs and services that include outreaching to various groups protected by Section 188 of WIOA including but not limited to persons of different sexes, various racial and ethnic/national origin groups, various religions, individuals with limited English proficiency, individuals with disabilities, and individuals in different age groups.

OWD and its recipients are committed to including a diverse demographic group in all of its programs and services, which include gender, various racial and ethnic groups, individuals with disabilities and different age groups. The nondiscrimination and equal opportunity performance is measured by conducting an annual statistical data analysis utilizing the 4/5th rule and the 2-standard deviation test on all programs, services, activities, and employment practices associated with Missouri's workforce system.

Some outreach strategies include, but are not limited to, advertising in community newsletters, newspapers, radio stations, or any other media that could reach targeted populations. This includes sending notices about job openings to schools, local colleges, and community service groups about services and activities offered in the Missouri Job Centers (MJC). OWD and its recipients routinely communicate and consult with schools, community groups, and advocacy organizations.

OWD and its recipients are required to conduct an annual data analysis of programs, services, and employment practices. This annual assessment compares the workforce data of job seekers utilizing MJCs with Missouri's civilian labor force. The results of this analysis are used to determine future performance goals for the state and its recipients as well as an outreach plan. The outreach plan includes OWD and its recipients identifying current and potential partners such as other government agencies, community-based organizations, nonprofits, private businesses and organizations that are current WIOA core and combined state plan partners as well as those who could become partners.

Recommendations are developed based on the data analysis for improving outreach, services and service delivery, as well as labor market strategies. The outreach strategies are intended to be methodologies for making contact with all segments of the population in the local service area, especially those who are currently underserved. The labor market strategies include devising techniques to stimulate the local economy and therefore generate more employment and skills training opportunities for Missouri job seekers. Based on the results of the data analysis assessment, the state and its recipients are able to develop outreach and recruitment plans to broaden the pool of those groups for whom the assessment indicates there should be higher levels of employment and participation in programs and services.

OWD partners with Missouri Economic Research and Information Center (MERIC) to provide language data studies in Missouri. The 2017American Community Survey five-year (2013-2017) analysis indicated more than 30 different languages spoken in Missouri, including Spanish, Chinese, Vietnamese, Serbo-Croatian, Arabic, and German. The most common foreign language in Missouri is Spanish. Spanish speakers make up approximately 2.6% of Missouri's total population of ages five years and older, or 146,225 individuals as of 2017.

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The 2017 American Community Survey five-year (2013-2017) analysis estimates that 6% of the 2017 Missouri total population of five years and older speak a language other than English at home. Of those 6%, 2.2% have a limited proficiency with English. County populations in Missouri with the largest percentage per capita of limited proficiency in English include Sullivan (9.4%), McDonald (6.7%), Barry (4.9%), Saline and Pettis (both 4.2%), and Moniteau (4.0%). For these counties, the primary foreign language spoken is Spanish.

The regional language study may show that there are large groups of people in a local workforce development area (WDA) who do not speak English or who have very limited proficiency in the language. OWD and its recipients may find local populations that include large groups of people who speak and communicate only in a language other than English. In this case, clearly, a plan should be developed to reach, communicate with, and improve services to those non-English speaking populations.

Effective January 3, 2019, WIOA recipients must also record the limited English proficiency and preferred language of each applicant, registrant, participant, and terminee. Such information must be stored in a manner that ensures confidentiality, and must be used only for the purposes of recordkeeping and reporting, determining eligibility, where appropriate, for WIOA Title I-financially assisted programs or activities, determining the extent to which the recipient is operating its WIOA Title I-financially assisted program or activity in a nondiscriminatory manner, or other use authorized by law.

OWD and its WIOA recipients must conduct an assessment on the language needs in each service area. The assessment must involve the identification of the languages that are likely to be encountered in the provider's service area, estimating the number of LEP individuals that are eligible to receive services or benefits who are directly affected by the provider's program or activity. It is required that the following four factors are considered to determine the nature of language assistance provided and to ensure the most effective, meaningful access for LEP individuals, participating in or seeking benefits from, the program or activity:

1) The number or proportion of LEP individuals served or encountered in the eligible service population or likely to be directly or significantly affected by program or activity;
2) The frequency with which LEP individuals come in contact with the program or activity;
3) The nature and importance of the program, activity, or service provided by the recipient; and
4) The resources available to the recipient and costs in carrying out the program or activity.

OWD and its recipients must consider the scope of the program or activity for which the population is eligible, the size and concentration of the population that needs services or information, and take reasonable steps to provide services and information in the appropriate languages. This includes making the "Equal Opportunity is the Law" (EO) Notice, brochures, and other materials considered communications available in various language translations. If there is not a large group of non-English speaking people in the local workforce development area, OWD and its recipients are obligated to take reasonable steps to meet the language needs of that person(s). OWD and its recipients provide training to staff to utilize the language line, Language Link, to accommodate customers that are limited in English proficiency. OWD and its recipients also train staff on how to utilize translation and interpreting services.

OWD is in partnership with the Missouri Rehabilitation Services for the Blind and provides the EO Notice in braille and large print formats as well as online for customers with low vision or who are blind. This helps to ensure that communications with individuals with disabilities are as effective as communications with others.

OWD partners with MERIC to provide ongoing analysis of minority population groups in Missouri that include senior workers, women, African Americans, Hispanics and Asians. These analyses assist local WDAs and regions on how to recruit and target populations that are underserved in the workforce system.

OWD and its recipients are expected to meet the needs of their customers by ensuring affirmative outreach to their programs, services and activities for all eligible individuals. OWD and it recipients promote affirmative outreach by understanding the local needs, marketing programs and services and providing outreach in the communities served. These are accomplished by involving community groups and schools in planning, collaborating with partners, training staff, and ensuring equal and effective service delivery for all individuals.

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OWD is in partnership with Missouri Adult Education and Literacy and refers English Language Learners to them for classes in English. This helps to ensure clients improve their economic potential as well as their ability to function in Missouri's society.

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Missouri has a statewide WIOA Steering Committee, consisting of all WIOA core and combined state plan partners that oversee subcommittees. The subcommittees are Service Design and Delivery; Employer Engagement; Youth Services; Technology, Data, and Outcomes; and One-stop Certification. These committees initially represented the core partners but have expanded to include the required partners, as well as additional partners, such as the Department of Corrections, and the Division of Mental Health and United Way to assist in carrying out Missouri's vision and goals.

The WIOA Steering Committee will work with the workgroups to have regular meetings and keep minutes of the meetings for review. Suggestions and guidance for the workgroups will develop an environment of partner collaboration.

The local workforce development boards (WDBs) have also extended their partnerships beyond just the combined and required partner involvement. More than half of the local WDBs have already established disability or special population standing committees to address individuals with barriers. Several local WDBs have sponsored specific hiring and employer events targeted to the hiring of individuals with disabilities. The St. Louis region has developed a unique partnership focused just on serving youth. The St. Louis Youth Interagency Partnership incorporates many agencies which touch youth including Vocational Rehabilitation, Job Corps, the Division of Youth Services, the Office of Workforce Development, the Department of Mental Health, Youth Build, and the local Center for Independent Living.

V. Common Assurances (For All Core Programs)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes

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The State Plan must include	Include
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

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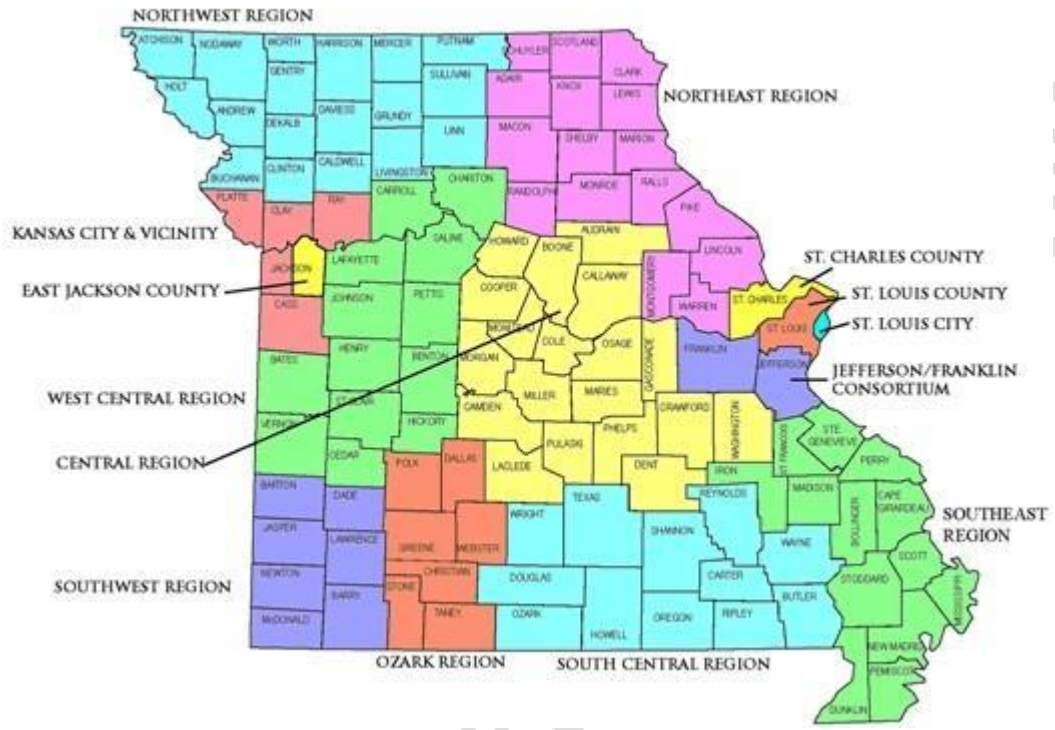
a. General Requirements

1. Regions and Local Workforce Development Areas

A. Identify the regions and the local workforce development areas designated in the State



Missouri's 14 Local Workforce Development Areas by County:

Central - Audrain, Boone, Callaway, Camden, Cole, Cooper, Crawford, Dent, Gasconade, Howard, Laclede, Maries, Miller, Moniteau, Morgan, Osage, Phelps, Pulaski, and Washington

East Jackson County - Eastern half of Jackson County

Jefferson/Franklin Consortium - Franklin, Jefferson

Kansas City and Vicinity - Cass, Clay, Western half of Jackson County, Platte, Ray

Northeast - Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Montgomery, Monroe, Pike, Ralls, Randolph, Schuyler, Scotland, Shelby, Warren

Northwest - Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, Dekalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Putnam, Sullivan, and Worth

Ozark - Christian, Dallas, Greene, Polk, Stone, Taney, Webster

South Central - Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, and Wright

Southeast - Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Scott, St. Francois, Ste. Genevieve, and Stoddard

Southwest - Barry, Barton, Dade, Jasper, Lawrence, McDonald, Newton

St. Charles County - St. Charles County

St. Louis City - St. Louis City

St. Louis County - Saint Louis County

West Central - Bates, Benton, Carroll, Cedar, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, Saline, St. Clair, and Vernon

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Missouri's 10 Workforce Development Regions by County:

Central - Audrain, Boone, Callaway, Camden, Cole, Cooper, Crawford, Dent, Gasconade, Howard, Laclede, Maries, Miller, Moniteau, Morgan, Osage, Phelps, Pulaski, and Washington

Kansas City Region - Cass, Clay, Jackson, Platte, Ray (Kansas City Region includes the 2 local areas of the Kansas City & Vicinity and East Jackson County)

Northeast - Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Montgomery, Monroe, Pike, Ralls, Randolph, Schuyler, Scotland, Shelby, Warren

Northwest - Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, Dekalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Putnam, Sullivan, and Worth

Ozark - Christian, Dallas, Greene, Polk, Stone, Taney, Webster

South Central- Counties include: Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, and Wright

South Central - Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, and Wright

Southeast - Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Scott, St. Francois, Ste. Genevieve, and Stoddard

Southwest - Barry, Barton, Dade, Jasper, Lawrence, McDonald, Newton

St. Louis Region - St. Louis City, Saint Louis County, Jefferson County, Franklin County, St. Charles County

West Central - Counties include: Bates, Benton, Carroll, Cedar, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, Saline, St. Clair, and Vernon

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for "performed successfully" and "sustained fiscal integrity" in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions

Under the provisions of WIOA, Section 106(b)(2) clearly indicates that during the two years after the Act was passed: "….The Governor shall approve a request for initial designation as a local area from any area that was designated as a local area for purposes of the Workforce Investment Act…… and performed successfully, and sustained fiscal integrity. In Missouri, each local workforce investment board previously established under

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WIA, formally requested initial designation as a local area under these provisions. These requests were officially provided from each region in a letter from each region's Chief Elected Official.

Given these requests for initial designation, each region was assessed by workforce development staff as to whether the local area performed successfully on the premise of their successful outcomes in performance measures. Because no region sustained the failure to meet its negotiated performance targets within any measure for the preceding two program years, each was deemed to have performed successfully. In addition, each former region was assessed to determine if there had been any finding of non-compliance or for any reason had met conditions of insufficient fiscal integrity; none were found.

Given that each former WIA region's designation request came from elected officials, and each met these criteria, they were approved as originally designated for WIOA in the same regional structure as WIA. The state plan clearly posted for public comment these regional designations.

Regional Planning Designation

Through staff support efforts of the Office of Workforce Development (OWD) and the labor market research of the Missouri Economic Research and Information Center (MERIC), an assessment of a wide range of labor market information was used to define areas most ideally suited for regional planning.

A detailed proposal was prepared in compliance with WIOA Section 106(b)(B) for the consideration of: consistency with labor market areas, consistency with regional economic development areas in the state, and have available resources to effectively administer all activities, including whether the areas have appropriate education and training providers, such as higher education and area career and technical education schools.

As a result of presenting this research to workforce development board directors and their staff, each region's chief elected officials and local workforce board was also informed. This labor market analysis and recommendation for two regional planning areas was presented to local elected officials attending Missouri's Sector Strategies "kick-off" meeting and openly discussed as to origin and planning areas. Finally, each proposed regional planning area was presented for public comment when the State Plan was posted for same.

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas

The appeals process is outlined OWD issuance 01-2018: Subsequent Designation of Local Workforce Development Area.

Local Area Designation Appeals Process

(1) Procedures for appealing a denial of a subsequent designation of an LWDA are as follows, as outlined in the current State Plan:

Step I: A formal appeal request is prepared, posted for appropriate public comment, and signed by the CEO(s) representing the appealing parties;

Step II: The appeal is placed in writing and submitted to the Governor;

Step III: Within 60 days of receipt of the appeal, the Governor will vet the appeal and advise MOWDB;

Step IV: MOWDB will convene within the same 60-day period to either approve the appeal or to advise the Governor on any need for new information;

Step V: If MOWDB and the Governor agree additional information is necessary, the appeals process will begin again under a second 60-day period, or until a final decision is determined by the Governor.

(2) Details of the Appeal Documentation:

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- The appeal shall be officially and formally developed and stated in writing in a letter addressed to the Governor of the State of Missouri.
- To be considered an official request, the letter shall fully contain and evidence the following elements:
    1. Introduction stated as a request;
    2. Use full citations from the Workforce Innovation and Opportunity Act;
    3. State the original designation, what units of government are involved, and which units of government are to be enclosed within the proposed local area upon appeal;
    4. Include a brief explanation of the influence and consideration to the request from an analysis of the labor market data and its impact upon redesignation, if any;
    5. Include an attachment(s) that is evidence that a public notice of the proposed redesignation in its entirety was developed and properly posted *before* the letter was written;
    6. Any public comments that are in opposition to the redesignation must be attached to the letter;
    7. Such a letter must be signed by the Presiding Commissioner of each County involved in the appeal and must verify that a consensus among all other County Commissioners is thereby represented.
- Any appeal will be reviewed by the MOWDB Planning Committee prior to its referral with recommendations to the full MOWDB Board.
- The appeal is made final after MOWDB considers its findings and subsequent to announcement through its own public-notice process that a meeting will be held to consider the redesignation request.

The Secretary of Labor may Make Final Resolution

An appeal of a State's denial of a subsequent designation may be made to the federal level.[1] WIOA sec. 106(b)(6) clarifies that the Secretary of Labor, after reviewing a request for review from the unit(s) of local government or local grant recipient(s), and on determining that procedural rights were not accorded under the appeals process described in the State Plan—or that the area meets the requirements of all other designation processes—may require that the area be designated as a local area per the appeal description.

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

The State of Missouri has created a cost sharing committee, which include all of the partners' financial staff. This committee is in the process of developing guidance to State and local partners for negotiating cost sharing agreements to comply with the WIOA requirements. The State of Missouri will also include in their guidelines an appeals process for infrastructure costs as outlined in 121(h)(2)(E) of WIOA.

The State of Missouri appeals process for the state funding mechanism will follow the final rules as published by the Departments at sections 678.730, 678.731, and 678.735-738, modified by the pending guidance for the final rules as promised by the Departments in the preamble for Part 678, Subpart E.

Appeals Process (following imposition of a State funding mechanism)

[1] 20 CFR 683.640.

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If DWD has to impose a State infrastructure cost-allocation mechanism, and upon receipt of the specific terms in it, any Local WDB or One-Stop required Partner may appeal, individually and for cause, the specific allocation imposed upon it within 21 calendar days. The appeal must be in writing (electronic or hardcopy) and make specific reference to that portion of cash, non-cash, or third party in-kind contributions which the mechanism requires that Local WDB or Partner to provide. To be officially received, an appeal must fully contain and evidence the following:

- Addressed to the attention of the Director of the Division of Workforce Development.
- An introduction identifying the appellant (identify the name of the LWDA and the name of the Local WDB, and the name of the appellant if it is a required Partner). The letter must clearly declare that it is a formal appeal.
- Full citations from WIOA or the WIOA Final Rules in Title 29 (or Title 34) of the Code of Federal Regulations that supports the appeal.
- Identify the basis for the appeal. WIOA stipulates that a determination to apply a State funding mechanism may be appealed only if the determination is inconsistent with the requirements of WIOA sec. 121(h)(2)(E). The Final Rule at 20 CFR 678.750 further limits admissible grounds for an appeal to three possibilities. The petitioner must make a case that the State's determination was not consistent with:
    - the proportionate-share requirements in 20 CFR 678.737,15 or
    - the cost-contribution limitations in 20 CFR 678.730(c),16 or
    - the cost-contribution caps in 20 CFR 678.738.
- The letter must be signed (electronic signature is acceptable) and dated.

The State will acknowledge the appeal and return a determination from DWD under the designated authority of the Governor as quickly as feasible. Until the appeals process is completed, the appellant will remain liable for its contribution as originally determined in the State funding mechanism. If the appeal to the State using the process described in 20 CFR 678.750 is successful, it will result in a change to the appellant's infrastructure-cost contributions. Consequently, the Local WDB must update the MOU, annotate it accordingly to reflect the final version of One-Stop Partner infrastructure-cost contributions, and distribute the updated version to all signatories.

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2. Statewide Activities

A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities

Statewide workforce activities include the coordination and alignment of data systems, regional planning and service delivery, industry or sector partnerships, the development and training of staff along with technical assistance, fiscal operations and management accountability, monitoring and oversight, dissemination of information pertaining to and management of the state's Eligible Training Provider System, and evaluation of these various activities. OWD's process and guidance for requesting funds is as follows:

Process Outline

1. The process for review of Request for Funding (RFF) shall be no more than 60 days.
2. Requested documentation is submitted to DWD General Manager for Partnerships and Policy, and then directed to the Performance and Delivery Team (PDT) or other special committee assigned by the DWD Director.
3. Review and scoring will be completed no more than 30 days after receipt of submission for the RFF. If a score of less than 70 is achieved, the submitting entity shall be made aware of the denial and will be provided details of the scoring.
4. If a score of 70 or higher is achieved, financial and monitoring units will conduct a Risk Assessment and develop a Scope of Work (SOW). At which point, additional engagement with the submitting entity may be required to obtain information or documentation to complete the contract packet and required updates to the state and/or federal systems.
5. Upon completion of the SOW, financial and monitoring staff will complete the contracting process.
6. Final approval by the DWD Director will be obtained and the submitting entity will be given authorization to implement the proposed project.

B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

Missouri adheres to 20 CFR 682.200 and 20 CFR 682.212 in funding required and allowable statewide employment and training activities.

The state uses WIOA rapid response funds to support a state Rapid Response unit, branded in Missouri as the Employment Transition Team (ETT), which is assigned to the Dislocated Worker Program section of the Office of Workforce Development (OWD). 20 CFR 682.330 guides activities of the Rapid Response unit to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for, and responding to layoffs and preventing or minimizing their impact on workers, businesses, and communities. The State issued a Statewide Employment Transition Team Policy (OWD Issuance 18-2020, updated July 1, 2021) to be utilized across all Local Workforce Development Areas (LWDA). This policy provides a consistent standard for ETT coordination in the LWDAs.

WIOA requires each state to carry out statewide ETT activities or designate an entity to do so on its behalf. OWD has opted to operate the ETT program at the state level in coordination with local Workforce Development Boards (WDBs). OWD's Employer Relations and Engagement Specialists, located regionally, take the lead role in responding to layoff events, and are responsible for coordinating, providing, and overseeing ETT services in their assigned areas. While ETT is required for mass layoffs and closures, it is the intent of WIOA for services to be provided to as many workers as possible. Employer Relations and Engagement Specialists shall provide onsite or in-person ETT services to any layoff affecting 25 or more. Layoffs affecting 24 or less may be offered onsite as needed or requested by the employer. At a minimum, smaller layoffs will be provided informational packets that include the ETT programs and services brochure, the Division of Employment Security (DES) UI Benefits fact sheet, the Missouri Economic Research Information Center (MERIC) regional Real Time Labor Market Summary, and any local brochure, as requested by the LWDB. Every ETT event is unique; therefore, each event shall be assessed individually, and services provided shall be determined based on the wishes of the employer, the needs of the affected workers, and the timeframe of the layoff.

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ETT meetings should include a representative from DES to present Unemployment Insurance information, a Missouri Job Center (MJC) representative to present programs and services information, a Trade Act Representative (if applicable), and the appropriate union representative (if applicable). In addition, a representative from the USDOL Employee Benefits Administration shall be included when appropriate. If a MJC representative is unavailable or a WDA chooses not to participate, the Employer Relations and Engagement Specialists shall be responsible for presenting MJC information.

The State utilizes set aside funding to support innovative projects across Missouri. These include apprenticeships, specialized training programs, programs designed specifically to serve low income and individuals with barriers, such as incarcerated individuals and persons with disabilities. The Rapid Response money is also used to fund local area dislocated worker projects that focus on declining industries.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities

The state pursues opportunities for assistance through Natural Disaster Emergency Grants. The Office of Workforce Development (OWD) consults and coordinates with State Emergency Management Agency (SEMA), the local workforce boards and local elected officials in designing these grants and for implementation.

Missouri operates a temporary employment program called Disaster Recovery Jobs Program (DRJP) to be utilized when a major disaster is declared by Federal Emergency Management Agency (FEMA) and a Dislocated Worker Grant (DWG) is awarded. The purpose of the DRJP is to restore public infrastructure and services so business and employment activities can resume through temporary employment of unemployed persons.

OWD is required to coordinate with FEMA when there is a dislocation event that is the result of a natural disaster in order to avoid any duplication of services or effort. Local offices will invite FEMA representatives to early intervention meetings discussing the potential worksites. DRJP work will not overlap FEMA cleanup efforts. The best practice is to allow FEMA to complete all work prior to DRJP employment cleanup begins.

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

When a Trade Adjustment Assistance petition (TAA) is filed, the Office of Workforce Development (OWD) TAA Coordinator notifies the appropriate local Trade Act Navigator, appropriate Employer Relations and Engagement (ERE) Specialist(s), ERE Manager, OWD Workforce Innovation and Opportunity Act (WIOA)

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Coordinator, the Division of Employment Security (DES) Trade Readjustment Allowance (TRA) Coordinator, and OWD Central Office TAA staff.

In most cases, the region's ERE Specialist(s), in coordination with the region's Trade Act Navigator, schedules a Rapid Response meeting. They invite a DES representative to provide information on Unemployment Insurance (UI). The Trade Act Navigator will notify the workers that a TAA petition has been filed without promising a certification. The Trade Act Navigator will refer the workers to the U.S. Department of Labor's (USDOL's) website and Missouri's TAA webpage, https://jobs.mo.gov/trade-adjustment-assistance, for petition status updates and additional information about TAA benefits and services. The Trade Act Navigator and the ERE Specialist(s) provides the worker with informational handouts on a variety of Job Center services and supportive service information, including TAA.

In Missouri, through use of a pilot, OWD RESEA staff provide TAA information, https://jobs.mo.gov/sites/jobs/files/taa-howto.pdf, to individuals eligible for Unemployment Insurance (UI). This TAA information is also available in the Missouri Job Centers. The DES also post the TAA information on their website.

When TAA funds are not available, the state will use funds that have been reserved for rapid response to provide services for every worker group that files a TAA petition to: 1) print and distribute Trade Act informational pamphlets; and 2) for Trade Navigators wages, fringe benefits and travel expenses for outreach so they may attend the rapid response meeting and provide information relating to TAA benefits and services including criteria and timeframes.

b. Adult and Dislocated Workers Program Requirements

1. Work-Based Training Models

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Work-based learning (WBL) aligns traditional classroom learning and technical workplace learning. The alignment of employer needs and education allows participants to increase their employability skills as their experience in the academic setting and real-world work environment. All work-based learning programs enhance the support and learning of participants through mentorship. Workforce services engage specific target populations to build talent pipelines that meet employer demand and collaborate with partner agencies, education providers and local workforce development regions to align training options with work-based learning activities.

- The state currently implements WBL through registered apprenticeships, registered youth apprenticeships, pre-apprenticeship programs, work experience internships, transitional jobs, on-the-job training (OJT), customized training and incumbent worker training. The Office of Apprenticeship and Work-Based Learning influences the expansion and standardization of Work-Based Learning models. Missouri has adopted a Work-Based Learning Framework to assist in promoting common language adoption amongst all who serve citizens at the point of entry into education and training.
- The continuum illustrates a non-linear path from career awareness to exploration to preparation, with a myriad of activity options. The various work-based learning activities do not fall into hard and fast, siloed buckets, and just like with any continuum, some of the activities straddle more than one category. Not all of the activities along the continuum fit the definition of work-based learning on their own, but they are all critical components that support the overarching goals.

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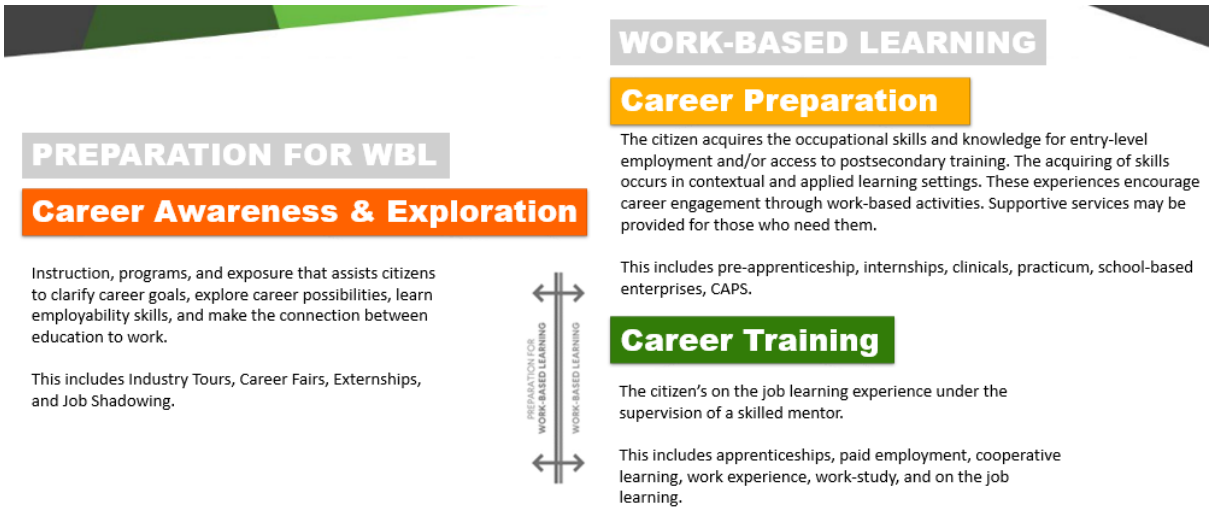

Missouri Job Centers will provide access to training services that are aligned with regional sector strategies. These services may include occupational skills training, on-the-job training, incumbent worker training, skill upgrading and retraining, entrepreneurial training, transitional jobs training, job readiness training provided in combination with other training, registered apprenticeship, Adult Education and Literacy (AEL) activities, and customized training.

Work-based training is one of the highest priorities for Missouri under WIOA. The underlying advantage of work-based learning is that it incorporates skill competencies needed by employers. There is no doubt the trainees are learning the specific skills needed, and how to apply skills in the way the employer prefers. This ensures individuals completing training are positioned to immediately add value in the workplace and have marketable skills to provide upward mobility in a career pathway.

The partnerships developed through work-based training models ensure that the workforce system is offering high-quality customer service to employers, workers and jobseekers.

On the Job Training (OJT) is an ideal way for employers to train employees the way they want while giving participants the hands on training they need to excel and learn the duties of the job. Job center staff initiate conversation with employers about the program and the benefits. If employers indicate that employer retention and training are needed then OJT is offered as an option to help offset training costs and to help employers find more loyal employees.

- Initial support for OJT participants consist of help with job placement and supportive services as needed.
- With monthly monitoring and support from the Job center the participants continue to stay on track and receive feedback on their progress.
- Continued communication about the participant and status of training is one benefit of OJT training for participants and employers.
- OJT is a great way to encourage employees to get into a new career field and have continuous supervision as they progress through the given tasks.
- OJT benefits employers and employees because it is customized for each participant for each job.
- A detailed job description is created with clear goals and tasks, keeping both the employer and employee on track to a successful outcomes.
- Successful outcomes are the goals for Missouri Job Centers as well as Missouri Employers. OJT is a win-win for all Missourians.
- OJT Flyers: https://jobs.mo.gov/sites/jobs/files/ojt-jobseekers.pdf ; https://jobs.mo.gov/sites/jobs/files/ojt-employers.pdf

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The **Show-me Heroes OJT Program** assists veterans and spouses who have exited the military or returned from deployment to obtain employment.

Show-Me Heroes (SMH) is an OJT program that began in 2010 for active duty, former military members, and their spouses. The program reimburses 50% of the wages of workers hired under this program for up to 1040 hours of OJT. Job Center representatives connect workers with a proven work ethic to a specific employer, and provide ongoing guidance and support.

- Enrollment guidelines and eligibility can be found at https://jobs.mo.gov/sites/jobs/files/show-me_heroes_ojt_tips_sheet_12-2020.pdf.
- The SMH program flyer can be found at https://jobs.mo.gov/sites/jobs/files/show-meheroes-ojt-flyer.pdf.
- The Job Center (JC) representatives that specifically work with and for veterans are in constant contact with local businesses and Chambers of Commerce, and this allows them to act as champions for veterans who may need employment assistance or other services that the JC can provide.
- These JC representatives work closely with employers to find out the needs of the business, and then work with them to develop training standards that ensure 1) the SMH program participant gets quality training that 2) meets the business's needs. The JC representatives stay in contact with both the employer and the SMH participant to ensure both are staying within OJT / SMH program guidelines and don't require further assistance. Doing so keeps the local JC connected to their community, the community employers, and their veteran population.

The **IWT program** is designed to offset the costs of training or "skilling up" employees who have an established work history with their company. The program is designed specifically to provide training that would increase the competitiveness of an organization and prevent the threat of layoffs in the absence of skilled training.

- The IWT program encourages the advancement of a company's employees through certifications and skill attainment laying the groundwork for promotional opportunities.
- Advancement of incumbent workers also increases the opportunities for the hiring of entry level positions to fill the gaps left by these workers.
- Employers who utilize the program are required to give a wage increase upon completion which helps them reduce turnover of their employees by providing a reward for company loyalty.
- The program is administered by the local Workforce Development Board of each region in coordination with the states WBL Coordinator to allow for flexibility in promoting the program and increasing local economic development opportunities.
- Incumbent Worker Training Program Flyer: https://jobs.mo.gov/sites/jobs/files/iwt_final.pdf

The Incumbent Worker training policy allows local Boards the flexibility to provide Incumbent Worker Training to employers when needed.

Transitional jobs are reserved for those chronically unemployed and provide real life work experience when it is greatly needed to be successful in the workplace.

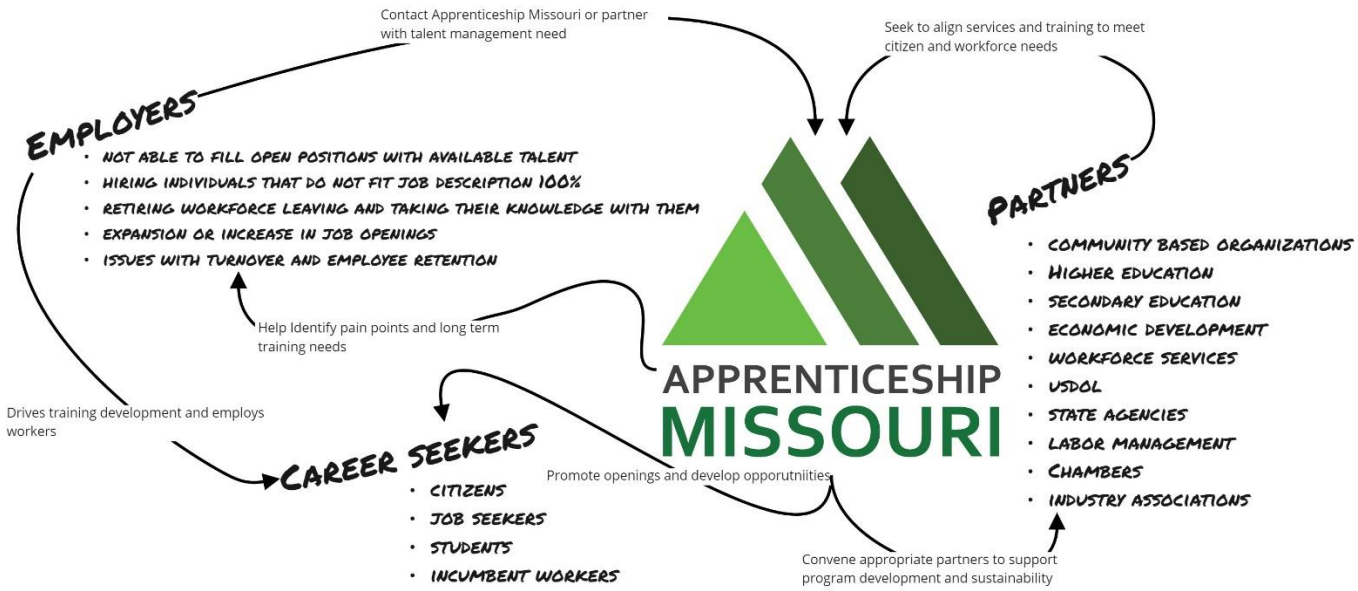
2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

Registered apprenticeship is an employer-driven training model with many benefits for employers and workers. It is a flexible workforce strategy that can be customized to meet the needs of any business. Apprentices can be new hires or current employees needing skill upgrades. The apprenticeship model is leading the way in preparing workers to compete in today's economy. Direct employer involvement in the educational process leads to apprenticeship programs with advancing technologies, innovations in training and talent management.

Through Apprenticeship Missouri, the state serves as a facilitator of registered apprenticeship expansion by connecting partners, employers, intermediaries and potential apprentices to a diverse mix of industry, non-profits, and education providers. In Missouri, federal, state, and local partners have united in the efforts to expand Registered Apprenticeship.

The Eligible Training Provider System (ETPS) guidance requires registered apprenticeship training programs be contained in the state's system.



Apprenticeship Missouri serves as the lead influencer of apprenticeship expansion in Missouri. Through Apprenticeship Missouri, the state will build strategic relationships, increase credential attainment and expand apprenticeship alignment with career pathways and postsecondary education. The state will continue to retain dedicated apprenticeship staffing for recruitment of apprentices, business and activity delivery. It will also continue to target sectors that open career pathways and training access points for Missourians. The true value of the investment in registered apprenticeship projects is the long-term result of creating a competitive workforce for Missouri's future.

Apprenticeship Missouri is a priority of the Department of Higher Education and Workforce Development and the USDOL. The Office of Workforce Development promotes apprenticeship as an ideal pathway to sustainable employment and the Department of Higher Education and Workforce Development identifies apprenticeship as a member of the 5 to Thrive campaign that highlights 5 pathways to success for Missourians.

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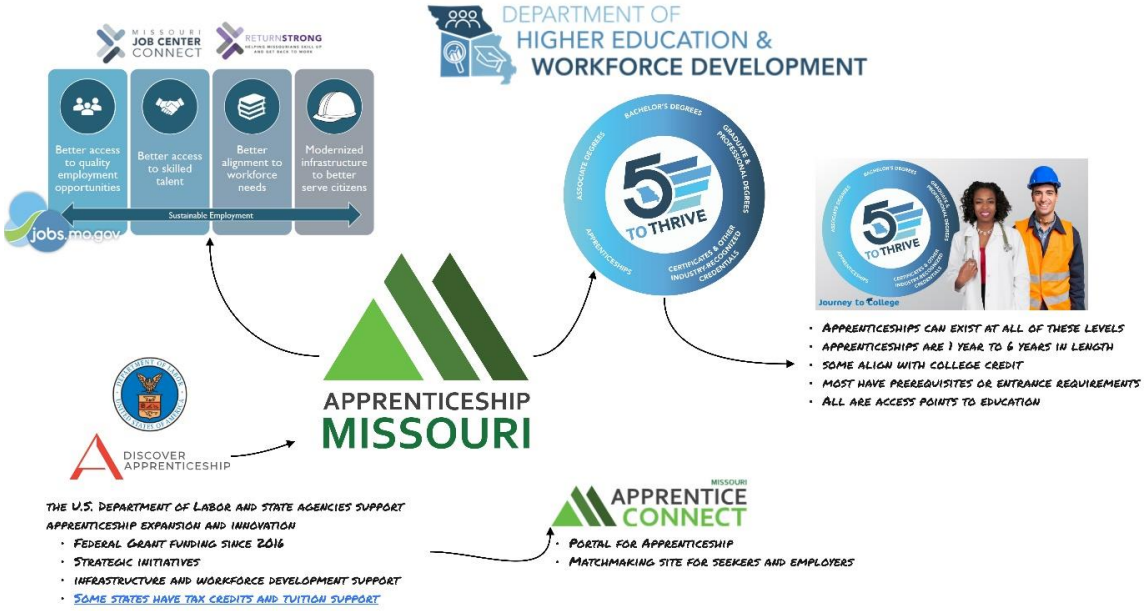

3. Training Provider Eligibility Procedure

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

In order for a training provider to be considered they must meet one of the following criteria:

(1) Institution of higher education that provide a programs that lead to a recognized postsecondary credential, or

(2) Other public or private providers that provide training that may include Community Based Organizations (COBs) and Joint Labor-Management Organizations. Eligible providers of adult education and literacy activities under WIOA Title II, if such activities are provided in combination with individual training services.

For either of these eligibility criteria, providers must be certified by the appropriate governing body, and have an up-to-date website to include program descriptions, tuition, fees, and supplies. An applicant must have available upon request a copy of its license to operate, the authorizing body making this determination, and the date of expiration. Any expired license will need to be updated before eligibility determination can continue. Applicants should submit programs leading to recognized postsecondary credentials or certifications of occupations in-demand. They also must demonstrate the ability to provide training services to individuals who are employed and to individuals with barriers to employment.

(3) Apprenticeship programs, including Industry Recognized Apprenticeship Programs (IRAPs) and Registered Apprenticeship Programs (RAPs).

Registered Apprenticeship Eligibility Criteria

An entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act'; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) also qualifies for eligibility. Registered Apprenticeships that request to be included on the ETPS list are automatically approved with no further vetting by the State.

For Registered Apprenticeship Program (RAP) sponsors that would like to be included on the state ETPS the following information will need to be added as an ETP:

- Occupations included within the registered apprenticeship program

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- Name and address of the RAP program sponsor
- Names and addresses of the Related Technical Instruction provider(s) and the location(s) of instruction if different from the program sponsor's address
- Method and length of instruction
- Number of active apprentices

RAPs are not subject to the same application and performance information requirements, or to a period of initial eligibility, or initial eligibility procedures as other providers, due to the detailed application and vetting procedures required to be a Registered Apprenticeship program sponsor with the United States Department of Labor (USDOL). However, a RAP sponsor may voluntarily report performance outcomes.

RAP sponsors that are on the ETPS list will remain on the list until one of the following:

- Has been deregistered by a finding of the U.S. Department of Labor.
- Has notify the state that it no longer wants the program to be included on the list.
- Has intentionally provided inaccurate information.
- Has violated any provision of Title 1 of WIOA or the WIOA regulation including 29 CFR Part 38 for no less than two years.

Process for determining training provider initial and continued eligibility. ETP Application Review Process, excluding Registered Apprenticeships, addressed above.

Step 1. Review Provider to determine if they are a current, past or new provider to ETPS. If a new provider, the provider must meet the minimum criteria to apply (the criteria is provided on the ETPS webpage https://jobs.mo.gov/community/missouri-eligible-training-provider-system

If the provider meets criteria we move to step 2, if not the provider and its programs are either placed in a non-WIOA approval status or a rejected status depending on what criteria is not met (example, provider has not be offering programs for a minimum of 12 months) until such time all criteria is met and they are welcome to resubmit their programs.

Step 2. Review each program submitted for either WIOA or non-WIOA funding depending on the answer to this question on the programs details page –

If the answer is "Yes" and it is a credit program;

The program is vetted through the College & Degree search page on DHEWD webpage https://web.dhewd.mo.gov/collegedegreesearch/collegesearch.faces

Here are the types of schools listed on the College & Degree search page:

- Public 4-Year Schools
- Public 2-Year Schools
- Independent 4-Year Schools
- Independent 2-Year Schools
- Professional and Technical Schools
- Theological Schools
- Proprietary Schools
- Out-of-State Public Schools

If the program is listed and matches what is submitted on ETPS the program is approved. Per our guidance and policy any programs higher than a Bachelor's degree are not approved on ETPS.

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If the answer is "Yes" and is a noncredit program;

The program is vetted through one of the following:

- EdVera system – Proprietary Unit with OPP (providers must be certified or exempt to provide training in Missouri per the state statute)
- DESE – Career Centers such as Eldon Technical Center
- Health and Senior Services – for programs such as; EMT or CNA/CMT programs
- Public Safety – to find partners for basic firefighting programs
- Professional Registration – for programs such as cosmetology, LPN or RN programs

If the provider of the noncredit program is not located within one of the agencies above then they are referred to the Proprietary Unit to begin the process of certification or exemption. An example would be truck driving or IT training companies.

The programs are placed in a rejected status until the provider has been granted certification or exemption, they are then free to resubmit. This is new to the vetting process since our merge into one department.

If the answer is "Yes" and it is a provider/programs from out of state (credit or noncredit);

The program will be vetted on the designated states ETPL on the WIOA Eligible Training Provider finder: https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-WIOA-training-programs.aspx

States that have an active reciprocal agreement with Missouri are not required to be listed on the Missouri ETPS, but there is a link off of the ETPS webpage that provides those states ETPL links. The Job Centers just have to look for the program https://jobs.mo.gov/content/reciprocal-agreements.

If the answer is "No" the program is reviewed for acceptable content to be listed on MoSCORES and approved as a Non-WIOA program.

If a non-credit program does not appear to meet the Credential Policy of an Industry Recognized Credential then the program is sent to a review team to determine if the training meets the definition of an Industry Recognized Credential (IRC).

During that review, additional research may be to be completed by staff or the provider.

- Review detailed curriculum to determine what industry related skills will they be learning
- Review ONET to see if skills to be learned match skills ONET recommends
- Research MO job listings to see if the skills meet qualifications for an entry level job or advancement
- Request letters attesting to IRC from 3 or more employers within that industry
- Review outcomes of training with the Local Boards

Industry Recognized Credential (IRC) Criteria:

- Does the training teach industry specific skills? (Industry: Plumbing; Specific Skill: pipe cutting)
- Will the certification qualify them for an entry-level position or advancement in current position? (Skills they will learn in training match skills required by employer)

Did they produce three or more letters attesting an individual qualifies for entry-level jobs or advancement within their industry because of this training?

Step 3. If the training does not meet ETPS requirements submit the denial to OWD for final decision.

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Step 4. After the provider and program have gone through the vetting process and are finally approved for WIOA funding the coordinator will approve the programs and send out a system generated email to the provider and the WDB so that they are aware of the approved programs on ETPS.

Although the ETPS keeps a history of provider/program activities, the ETPS Coordinator also keeps paper files with the following included: copy of approval email, copy of program list from designated agency and any notes to keep for future reference.

All approved programs (WIOA & Non-WIOA) are pulled into MoSCORES and Fast Track nightly. The WIOA approved programs are pushed into MoJobs that has a one day lag time (ex. program approved on Monday will not show on MoJobs until Wednesday). Eligible Training Provider requirements, registration information, and frequently asked questions (FAQs) are online at: https://jobs.mo.gov/community/missouri-eligible-training-provider-system.

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program

The Office of Workforce Development (OWD) requires that each local Workforce Development Board (WDB) establish a tiered, local, priority-of-service policy which must assign top priority to public-assistance recipients, other low-income individuals, and individuals who are basic-skills deficient. The policy must also allow other eligible individuals outside of the top-priority group to have access to these services. Local WDBs must have written policies that explain how they will give priority of service and adhere to these policies. OWD will ensure compliance through monitoring of data for each region in the state case management system and will provide technical assistance to regions that fail to meet their established policy.

5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs

The Office of Workforce Development (OWD) established OWD Issuance 14-2018, Transfer Amount Allowable between Workforce Innovation and Opportunity Act Adult Program and Dislocated Worker Program Funding Streams Policy, to address the transfer of funds between the adult and dislocated worker programs. Effective July 1, 2015, the maximum amount of adult program and dislocated worker program funds that can be transferred per annual allocation including both the Program Year (PY) and Fiscal Year (FY) allocations is 100%. The policy details the requirements for notifying OWD of the transfers and submitting local plan modifications.

All transfer requests must be submitted through the Department of Higher Education and Workforce Development's Financial Reporting System (FRS). When the total exceeds 20% the transfer request must be submitted through the local plan modification process. Transfers from administrative funds to program funds within the same program's funding stream (i.e., adult FY administrative funds to adult FY program funds) do not require a plan modification.

Before submitting a transfer request, the local WDB is required to analyze the changing economic conditions in the local area in order to identify the need for a transfer request. If there is a need to transfer more than the

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20% of the original allocated or re-allotted formula allocation, the local WDB must submit a local plan modification to OWD that includes the following information:

- The percent and dollar amount of the LWDA's Adult or Dislocated Worker formula funds to be transferred; and
- The justification for the transfer must be explained in the request, described in the local plan modification, and must, at a minimum, include the following information:
    1. General purpose or reason for the transfer between adult and dislocated worker programs;
    2. An explanation of the need for the transfer;
    3. Information on how the transfer will affect the program from which the funds are being transferred; and
    4. A narrative explanation of how the transferred funds will be used. Local WDBs are still expected to continue operating adult and dislocated worker programs and to meet their agreed upon performance numbers, regardless of the funding transfer.

Transfer requests are reviewed by the OWD program managers overseeing the adult and dislocated worker programs. Requests are approved if all the above criteria is met.

c. With respect to youth workforce investment activities authorized in section 129 of WIOA—

With respect to youth workforce investment activities authorized in section 129 of WIOA—

1. Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

The State Workforce Development Board has an existing policy regarding awarding grants or contract for youth workforce investment activities (OWD Issuance 15-2019). LWDBs have the option to provide directly some or all youth services. If the LWDB chooses to award grants or contracts to youth services provider to carry out some or all of the youth services, the LWDB must award such grants or contracts on a competitive basis.

Providers of training services under Title I of WIOA must meet the eligibility requirements of the law, be approved by State agencies and under the criteria as described in the State Plan, and be approved by the LWDB to provide services in the Local Workforce Development Area (LWDA).

The procurement must be a process that provides for full and open competition and avoids even the appearance of a conflict of interest (either individually or organizationally). Procurement actions must be conducted in a manner that provides for full and open competition and prevents the existence of conflicting roles that might bias judgment and cause unfair competitive advantage. Such actions must assure separation of those who develop or issue the solicitation, or are involved in the selection process, from those who bid upon it. Accordingly, an identifiable sub-unit of the local government or non-governmental organization may not submit a bid or an offer on a grant or contract solicitation if that sub-unit is involved in the development of

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the solicitation, the review, evaluation and selection process, or the ongoing post award administration (including oversight) of the award.

Supporting documentation of the history of each procurement action must be maintained. Such documentation must include a rationale for: the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. Such documentation also includes evaluation criteria or rating factors to support the provider's ability to perform successfully, with consideration given to integrity, compliance with public policy, record of past performance, in addition to financial and technical resources, that follow state and federal guidelines.

Contracts must be awarded based on the vendor's:

- Ability to deliver services to the targeted population in accordance with locally established guidelines;
- Experience in working with youth in similar programs and activities;
- Past and current collaboration with other service providers;
- Past performance record, including both programmatic and fiscal integrity;
- Understanding of and commitment to meeting goals and objectives; and
- Demonstration of understanding of and commitment to continuous improvement methods.

The following requirements can be found in OWD Issuance 15-2019:

If a LWDB chooses to award grants or contracts to youth service providers, to carry out youth workforce investment activities it must:

- Identify youth service providers based on criteria established in the State Plan;
- Take into consideration the ability of the provider to meet performance accountability measures;
- Award such grants or contracts on a **competitive basis** and in accordance with the Procurement Stands found at Uniform Guidance at 2 CFR parts 200 and 2900; and
- If the service provider (entity) selected fulfills another role in the local area, the LWDB must provide a signed written agreement with the LWDB and CEO which clarifies expectations for those roles and describes a clear method of tracking effective execution and accountability for the distinct roles.

Local regions must follow the sub-state monitoring guidelines for programmatic and financial monitoring of youth providers. They also must do data element validation to insure performance of youth providers.

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

Missouri will improve the outcomes for out-of-school youth (OSY) by ensuring the 14 elements allowed under WIOA are met through a braiding of partner resources, which will best meet each individuals need. The 14 program elements will be available to OSY participants and will be funded with WIOA title I youth funds or leveraged partner resources. An agreement will be established with the partner to offer the program element and ensure that the activity is connected and coordinated with the WIOA youth program.

Each OSY participant will have an individual service strategy developed between the participant and case manager(s) that will establish short- and long-term goals for credential attainment and/or work-based training leading to unsubsidized employment.

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Case management for the OSY continues to be coordinated by the programs working with youth and has a primary case manager identified. Case management is designed around processes to ensure a career pathway is developed for the youth using assessments to support the strategies. The pathway includes supports to ensure successful completion of services and future achievements; soft skill development; basic skills remediation and/or attainment of a high-school equivalency certificate; a transferable skill analysis; labor market information, work based-learning opportunities; skill and stackable credential attainment, etc.

3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

The state continues to contract with each of the state's 14 local WDBs to ensure that each youth program element described in WIOA section 129(c)(2) is administered in each area of the state. The Office of Workforce Development (OWD) staff evaluates through each Local Workforce Development Plan whether the 14 program elements are available in the area and how they are offered.

OWD has dedicated staff who work directly with the local WDBs to make sure staff are knowledgeable of the regulations surrounding the WIOA youth program. OWD will monitor the local WDBs and their subcontractors on an annual basis to ensure the elements are available and the methods for providing the elements are successful within the area. Technical assistance is provided statewide to guarantee understanding of each element and follow-up is available as needed.

4. Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

The state does not have policy for "requires additional assistance to complete and educational program, or to secure and hold employment." This is locally defined by each workforce development board. It is then submitted to and approved by the state.

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is

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the case and provide the state policy for determining whether a youth is attending or not attending school.

Missouri state law does not define not attending school or attending school. Section 167.031, RSMo, states that any parent, guardian, or other person having custody or control of a child between the ages of 7 and the compulsory attendance age for the district, must ensure that the child is enrolled in and regularly attends public, private, parochial, home school or a combination of schools for the full term of the school year.

- The term compulsory attendance age for the district shall mean 17 years of age or having successfully completed 16 credits towards high school graduation in all other cases.
- Children between the ages of 5 and 7 are not required to be enrolled in school. However, if they are enrolled in a public school their parent, guardian or custodian must ensure that they regularly attend.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

Missouri is utilizing the basic skills definition as contained in WIOA.

It is important that any formalized testing used, in addition to being valid and reliable, be appropriate, fair, cost effective, and well-matched to the test administrator's qualifications. It should be easy to administer and to interpret the results.

The Local WDBs must develop a policy for determining basic skills deficiency as defined in WIOA Section 3(5) and must choose the assessments for basic skills testing. This policy should be developed with guidance for the local subcontractors to implement. The Local WDB's definition for 3(5)(B) must be identified in the next Local Plan modification.

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

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3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)

Does not apply to Missouri.

4. A description of the roles and resource contributions of the one-stop partners.

Does not apply to Missouri.

5. The competitive process used to award the subgrants and contracts for title I activities.

Does not apply to Missouri.

6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

Does not apply to Missouri.

7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

Does not apply to Missouri.

8. Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

Does not apply to Missouri.

e. Waiver Requests (optional)

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States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

A. Supporting employer engagement;

B. Connecting education and training strategies;

C. Supporting work-based learning;

D. Improving job and career results, and

E. Other guidance issued by the department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

A. Monitor the progress in implementing the waiver;

B. Provide notice to any local board affected by the waiver;

C. Provide any local board affected by the waiver an opportunity to comment on the request;

D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

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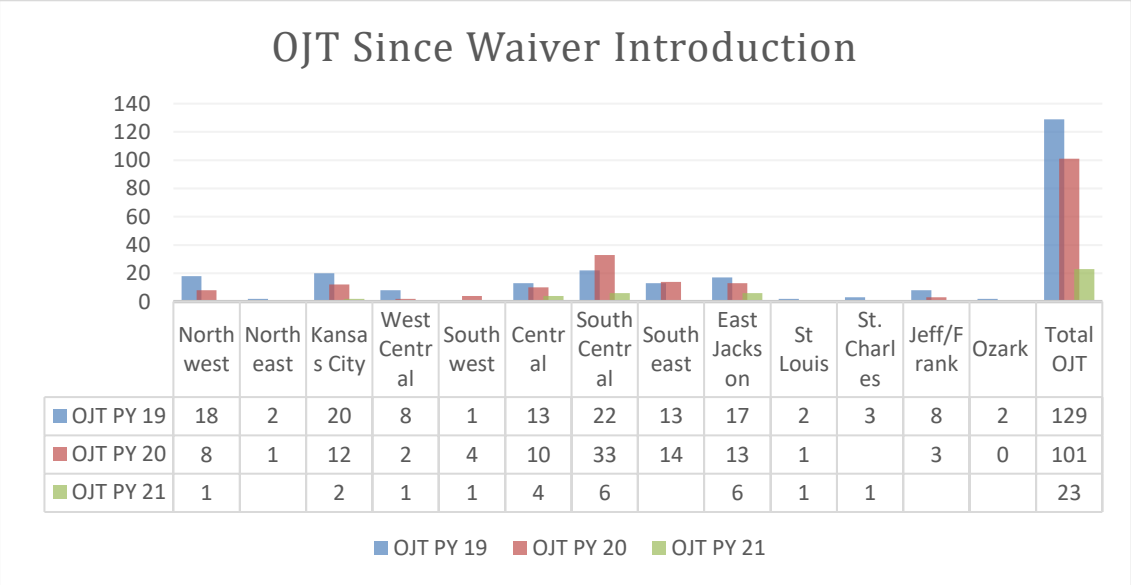
E. Collect and report information about waiver outcomes in the State's WIOA Annual Report.

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

Missouri requested and was approved for five from U.S. Department of Labor to support workforce development activities and provide flexibility for individuals using WIOA programs. These waivers and outcomes are indicated below.

1. Waiver of WIOA Section 134(c)(3)(H)(i) and 20 CFR 680.720(b) in order to increase on-the-job training (OJT) employer reimbursement up to 90 percent to assist in its response to the impacts of the pandemic. ETA approved the State's waiver request through June 30, 2022, for the WIOA Title I Adult, Dislocated Worker, and Youth formula funds. ETA expects the utilization of OJT's to increase in the State as a result of this waiver.

   OWD Apprenticeship Missouri staff meet routinely with each LWDB region to assess needs, discuss apprenticeship integration, and to develop content to help explain opportunities to employers and participants. Since July 2019, 124 OJT participants have been served so far under the OJT waivers duration. Staff continue to market OJT as WIOA programmatic support for apprenticeship.



	Northwest	Northeast	Kansas City	West Central	Southwest	Central	South Central	Southeast	East Jackson	St Louis	St. Charles	Jeff/Frank	Ozark	Total OJT
OJT PY 19	18	2	20	8	1	13	22	13	17	2	3	8	2	129
OJT PY 20	8	1	12	2	4	10	33	14	13	1		3	0	101
OJT PY 21	1		2	1	1	4	6		6	1	1			23

The availability of the OJT and IWT waivers has increased interest for work-based learning and sustained program development throughout the pandemic.

2. Waiver of WIOA 134(d)(4) and 20 CFR 680.800(a) to allow local areas to reserve more than 20 percent of Adult and Dislocated Worker funds for incumbent worker training (IWT) to assist in its response to the impacts of the pandemic. ETA approved the waiver request through June 30, 2022, to permit local areas to increase the allowable threshold available for IWT from 20 to 50 percent.

   The availability of Incumbent Worker Training participation has increased over the past two years from one region to six regions and 10 IWT programs. IWT training is now being delivered to an all-time high of 51 participants throughout Missouri. Since the first quarter of FY21 OWD's Work Based Learning Coordinator has ran a cohort of learning for Local Workforce Development Board (LWDB)

Directors. The meet monthly and to provide them technical assistance on work-based learning and apprenticeship.

3. Waiver of the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that the State and local areas expend 75 percent of Governor's reserve youth funds and local formula youth funds on out-of-school youth (OSY). ETA approved this request for Program Years (PYs) 2019 and 2020, which included the entire time period for which states are authorized to spend PY 19 and 20 funds, the State's request to waive the requirement that the State expend 75 percent of Governor's reserve youth funds on out-of-school youth (OSY). The State was allowed to lower the expenditure requirement of Governor's reserve to 50 percent for OSY. In addition, ETA approved for PYs 2019 and 2020, which includes the entire time period for which states are authorized to spend PY 19 and 20 funds, the State's request to waive the requirement that local areas expend 75 percent of local youth formula funds on OSY to 50% also.

   The State of Missouri is a lead state in the nation for its apprenticeship programs. Missouri supports the registered apprenticeship program and continues to expand the program with statewide funds and other grants. The Department of Higher Education and Workforce Development has pledged to support opportunities for students and workers in high growth industries in the state including the healthcare, information technology, and advanced manufacturing sectors.

   The Office of Workforce Development (OWD) and the Missouri Department of Elementary and Secondary Education (DESE) are developing apprenticeship opportunities for youth and young adults aged sixteen and older. Both pre-apprenticeships and registered apprenticeships allow high school junior and seniors to simultaneously further education options and earn wages. Youth apprentices face a lower risk of dropping out of high school, and are engaged in a transition to post-secondary education. The Missouri Research and Information Center (MERIC) has found that job openings that require education and skill level beyond high school are in high growth occupational fields and pay higher salaries.

   This waiver requested will continue to assist Missouri in establishing a talent pipeline that will address the labor market needs of local Missouri businesses and attract new business to the state supported by a skilled workforce.

   One of the ways to do this is to increase the number of youth that are enrolled in WIOA services including work based learning, pre-apprenticeship, and registered apprenticeship,

   With the approval of this waiver, the State of Missouri and Local Workforce Development Boards will have the flexibility to utilize federal funding to increase the number of youth and young adults enrolled in WIOA services such as pre-apprenticeship and apprenticeship activities. Local Boards and youth staff will also have the ability to provide the comprehensive services needed and personal contact required to ensure student success.

   The United States Department of Labor and the state of Missouri have identified the apprenticeship model as a priority and a key mechanism to train a skilled workforce.

   The goals and outcomes for this waiver were:

   a. PY '19-PY'20 funding goal: Establish pre-apprenticeship with Missouri High Schools and Career and Technical Education (CTE) programs: Average 2 pre-apprenticeship programs per school year.

      Outcome: We currently are working with the CTE's to establish pre-apprenticeships through the Missouri Apprentice Ready program which is funded with WIOA Statewide funds. The programs are being developed and enrollments are planned to start in the fall. Industries will include: welding, equipment operator (Associated General Contractors), etc.

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b. Increase in measurable skills gains for the In-School (IS) students: Year 1-1%: Year 2-3%; Year 3 & Year 4-5%;

Measurable Skills Gains					
	PY19 Achieved*	**PY '20 GOAL**	**PY '21 GOAL**	**PY '22 GOAL**	**PY '23 GOAL**
Youth	36.42%	38.5%	39.50%	41.5%	41.5%

*Anticipated attainment numbers. Please note goals are not negotiated rates.

Outcome: The goals that were initially set for this waiver included all youth participants. In PY'19 the actual achieved MSG was 46.85% for all youth; and 51.03% for IS only youth. The rate anticipated achievement for PY'20 is 58.33% for all youth; and 62.59 for IS only youth.

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c. Increase obtainment of industry recognized credentials for high school youth: year 1-1%: year 2-3%; year 3 & year 4-5%

Credential Attainment					
	PY19 Achieved*	**PY '20 GOAL**	**PY '21 GOAL**	**PY '22 GOAL**	**PY '23 GOAL**
Youth	51.83%	**63.0%**	**66.0%**	**68.0%**	**68.0%**

*Anticipated attainment numbers. Please note goals are not negotiated rates.

Outcome: The goals that were initially set for this waiver included all youth participants. In PY'19 the actual achieved Credential Rate was 51.89% for all youth; and 58.70% for IS only youth. The rate anticipated achievement for PY'20 is 58.22% for all youth; and 65.61 for IS only youth.

This waiver request provides the Local Workforce Development Boards (LWDBs) the flexibility to serve more youth and young adults in work-based learning and the apprenticeship model regardless of school status. It facilitates the provision of the necessary funding and the ease of current regulations essential to designing programs that will aid youth and youth adults in the preparation for long-term participation in the Missouri labor force. Economic growth in Missouri and its high-growth industries will be sustained with the infusion of skilled workers ready to fill current job openings and adequately trained for future openings.

Missouri submitted a request on September 14, 2021 requesting this waiver for PY'21 and PY '22 funds.

4. Waiver of the obligation of eligible training providers (ETPs) to report performance data on all students in a training program at WIOA Sections 116(d)(4)(A) and 122 and 20 CFR 677.230(a)(4) and (5) and 20 CFR 680. ETA approved this request through June 30, 2021.

   The Missouri Eligible Training Provider System (ETPS) is the mechanism for Missouri's eligible training providers. This waiver was needed to competitively procure a vendor to assist us with building the system to collect and report the data. This was accomplished and Missouri is prepared to report the required data in PY21.

5. Waiver of 20 CFR 681.550 to allow WIOA individual training accounts (ITAs) for in-school youth (ISY). ETA approved this request through June 30, 2022, and allowed for the state to use ITAs for ISY, ages 16–21.

   During PY'19 51 ITA's were used for In-School youth. There was a slight decrease in PY'20; only 47 in-school youth received ITA's. It is assumed that the low enrollments were due to the lack of in-person training availability offered due to the COVID-19 pandemic.

   The goals and outcomes for this waiver were:

   a. PY '19-PY'20 funding goal: Establish pre-apprenticeship with Missouri High Schools and Career and Technical Education (CTE) programs: Average 2 pre-apprenticeship programs per school year.

      Outcome: We currently are working with the CTE's to establish pre-apprenticeships through the Missouri Apprentice Ready program which is funded with WIOA Statewide funds. The programs are being developed and enrollments are planned to start in the fall. Industries will include: welding, equipment operator (Associated General Contractors), etc.

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b. Increase in measurable skills gains for the In-School (IS) students: Year 1-1%: Year 2-3%; Year 3 & Year 4-5%;

Measurable Skills Gains					
	PY19 Achieved*	PY '20 GOAL	PY '21 GOAL	PY '22 GOAL	PY '23 GOAL
Youth	36.42	38.5%	39.50%	41.5%	41.5%

*Anticipated attainment numbers. Please note goals are not negotiated rates.

Outcome: The goals that were initially set for this waiver included all youth participants. In PY'19 the actual achieved MSG was 46.85% for all youth; and 51.03% for IS only youth. The rate anticipated achievement for PY'20 is 58.33% for all youth; and 62.59 for IS only youth.

c. Increase obtainment of industry recognized credentials for high school youth: year 1-1%: year 2-3%; year 3 & year 4-5%

Credential Attainment					
	PY19 Achieved*	PY '20 GOAL	PY '21 GOAL	PY '22 GOAL	PY '23 GOAL
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*Anticipated attainment numbers. Please note goals are not negotiated rates.

Outcome: The goals that were initially set for this waiver included all youth participants. In PY'19 the actual achieved Credential Rate was 51.89% for all youth; and 58.70% for IS only youth. The rate anticipated achievement for PY'20 is 58.22% for all youth; and 65.61 for IS only youth.

Title I-B Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	No
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors	Yes

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The State Plan must include	Include
of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

Adult Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

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The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	72.5%	72.5%	72.5%	72.5%

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Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Fourth Quarter After Exit)	68.0%	68.0%	68.0%	68.0%
Median Earnings (Second Quarter After Exit)	$5,250	$5,250	$5,250	$5,250
Credential Attainment Rate	67.0%	67.0%	67.0%	67.0%
Measurable Skill Gains	48.0%	48.0%	48.0%	48.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Dislocated Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

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- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	74.0%	77.0%	74.0%	77.0%
Employment (Fourth Quarter After Exit)	72.0%	74.0%	72.0%	74.0%
Median Earnings (Second Quarter After Exit)	$6,300	$7,400	$6,300	$7,400

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Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Credential Attainment Rate	68.0%	68.0%	68.0%	68.0%
Measurable Skill Gains	59.0%	59.0%	59.0%	59.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Youth Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

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The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	73.0%	73.0%	73.0%	73.0%
Employment (Fourth Quarter After Exit)	70.0%	70.0%	70.0%	70.0%
Median Earnings (Second Quarter After Exit)	$2950	$2950	$2950	$2950
Credential Attainment Rate	63.0%	63.0%	63.0%	63.0%
Measurable Skill Gains	42.0%	38.5%	42.0%	38.5%

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Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Staff

1. Describe how the State will staff the provision of labor exchange services under the Wagner-Peyser Act, such as through State employees, including but not limited to state merit staff employees, staff of a subrecipient, or some combination thereof.

As background information, the Division of Employment Security (DES) under the Department of Labor and Industrial Relations (DOLIR) is primarily responsible for the payment of unemployment insurance (UI) benefits to claimants who are unemployed through no fault of their own and the collection of UI tax contributions from employers. Office of Workforce Development (OWD) which is under the Department of Higher Education and Workforce Development (DHEWD) is responsible for the provision of employment and training services to various populations, including the unemployed.

Labor exchange services under the Wagner-Peyser act in DHEWD continue to be provided solely by non-merit State employees.

Prior to 2018, Missouri's personnel law, located in chapter 36 of the Missouri Revised Statutes, required that all employees of certain agencies, including the employees of the Office of Workforce Development, have merit status. In 2018, the Missouri legislature amended the state personnel law to remove merit status for all employees except those who are required to be merit by "federal law or regulations for grant-in-aid programs." 36.030, RSMo. In its revised regulation at 20 CFR 652.215, the USDOL removed the requirement that labor exchange services be provided by State merit-staff and instead provides that W-P funded activities "can be provided through a variety of staffing models. They are not required to be provided by State merit-staff employees."

Upon publication of this final rule, the Office of Workforce Development had to remove the merit status of all its employees to comply with State of Missouri law. In the State of Missouri, all employees are at-will except when **required** by federal law. 20 CFR 652.215 no longer requires that W-P funded staff be merit, as a result OWD had to remove the merit status at the earliest possible opportunity to comply with State of Missouri law.

Office of Workforce Development staff was notified June 14, 2021 followed by a detailed presentation on June 16, 2021. Formal letters to employees were then sent to their permanent addresses. Beginning on July 1, 2021, all remaining Missouri merit staff changed to at-will in the payroll system.

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2. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers

In order to provide high quality services to both job seekers and employers the DES and OWD utilize a collaborative approach to provide training to continuously enhance the professional development for the Missouri Job Center staff. Various methods are utilized to present training to non-merit state staff and employers on new programs and services including: in-person training by subject matter experts from both agencies, webinars, videos imbedded in the state's case management system, program specific desk aides, on-the-job training, and conference calls.

OWD provides professional staff development for all non-merit state staff through various instructional methods - desk aids, webinars and conference calls, instructional videos, and in-person training. As initiatives and issuances are updated and implemented, OWD works with subject matter experts to provide relevant, accurate, and timely training. OWD also offers training as requested by Central Office staff, program managers, and job center staff. These trainings range from communication and teamwork to policy- and program-specific subjects.

3. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication

Many unemployed Missourians may not be eligible for UI benefits; however, they would benefit from Wagner-Peyser and Title I services. Although the Division of Employment Security (DES) is limited in the assistance it can provide, Missouri Job Centers (MJCs) under the Office of Workforce Development (OWD) offer valuable and much-needed help to the unemployed and underemployed. DES includes information regarding reemployment services available at MJCs in many brochures, publications, posters and web pages. Additionally, all citizens that file a claim for UI benefits are pre-registered in OWD's jobs.mo.gov website, and therefore are effectively referred to OWD regardless of their UI eligibility. DES and OWD have an ongoing effort to provide the most current information on the labor.mo.gov website, OWD's jobs.mo.gov website, and through social media (Twitter, Facebook, YouTube, etc.) to assist claimants and other individuals seeking job center services with their reemployment process.

DES and OWD's subject matter experts (SMEs) have prepared a series of webinars that will be presented to all job center staff, including non-merit state staff to assist them with acquiring a working knowledge of the Unemployment Insurance (UI) program and how to better serve the UI claimant. These webinars are provided weekly to staff on Wednesdays through Wise Up Wednesdays and Apprenticeship MO Office Hours.

Non-merit state staff members from the DES and OWD continue to work together to coordinate and improve efforts for MJC staff to identify potential eligibility issues concerning a claimant's status of being able and available for work and/or refusing suitable work or a referral to apply for suitable work. An automated process is in place for OWD staff to refer potential issues to the DES for investigation. Claimants may be determined ineligible to receive UI benefits when barriers to reemployment are discovered or they refuse to apply for suitable work as directed by MJC staff. This collaboration between the DES and OWD helps to ensure the integrity of the UI benefits program.

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b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service

Missouri maintains an environment within both agencies that allows for data sharing and improved communications. In order to provide relevant information and meaningful assistance to UI claimants seeking assistance in filing a claim for unemployment compensation through Missouri's Job Centers (MJCs), the Division of Employment Security (DES) and the Office of Workforce Development (OWD) established a priority phone line that allows a UI claimant that visits a job center to speak directly with a DES claim center specialist with little to no wait.

OWD, with assistance from DES, has developed information regarding the claim filing process to assist the UI claimant who seeks assistance at MJCs. Brochures, publications, posters, and web pages have been updated and staff are trained on the current claim filing process. DES and OWD conduct an ongoing effort to provide the most current information on the labor.mo.gov website, OWD's jobs.mo.gov website, and through social media (Twitter, Facebook, YouTube, etc.) to assist claimants and other individuals seeking job center services with their reemployment process.

c. Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals

Through a collaborative partnership between the Division of Employment Security (DES) and the Office of Workforce Development (OWD), the state has developed a multifaceted approach to assisting UI claimants and other unemployed individuals return to work as quickly as possible. This includes improvement to data collection and sharing for enhanced responsiveness and self-service and the availability of tailored in-person or remote services at Missouri Job Centers.

Upon the initial filing of a UI claim the UI claimants are dually registered with the DES and OWD applications (websites). Additionally, claimants are provided real time information on existing job opportunities that match their skill set, work history and geographic preference when they file their initial claim and each week that they make a weekly request for payment.

Beyond this, the non-merit state staff administers a program that provides tailored in-person or remote service delivery assistance for select claimants to aid in their return to work. The Reemployment Services & Eligibility Assessment (RESEA) program in Missouri, is a federally funded program that affords select claimants enhanced reemployment services and eligibility reviews. Priority for these services is first targeted toward transitioning former military and then recipients are selected in order of greatest need.

The primary goal of the RESEA program is for claimants to receive enhanced services that allow them to be better job candidates and return to employment in a shorter time frame. A secondary goal, is to instill accountability for meeting UI eligibility requirements in an effort to protect the integrity of the UI program.

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d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

The Division of Employment Security (DES) and the Office of Workforce Development (OWD) understand that reemploying claimants to reduce the average duration a claimant receives UI benefits is critical to the effective and efficient operation of each agency. To accomplish this task, the DES and OWD will continue to look for opportunities to use Wagner-Peyser funds to improve reemployment services.

The RESEA program is intended to identify UI claimants with a high potential for exhausting their regular UI benefit entitlement and direct them to reemployment services to accelerate their return to work. Claimants selected for RESEA are required to report to a Missouri Job Center (MJC) for one-on-one staff assisted services or by completing a remote RESEA by using person to person technologies such as Skype, Zoom, FaceTime, or other similar products. All RESEA participants receive an orientation to job center services and are assessed for individual skills. While meeting with non-merit state job center staff, in person or remotely, participants are given current labor market information and provided assistance with resume writing, job searching and other critical reemployment services.

Staff members from DES and OWD continue to work together to coordinate and improve efforts to reemploy UI claimants. MJC non-merit state staff members identify potential eligibility issues related to claimants refusing suitable work or a referral to apply for suitable work. An automated process is in place for OWD staff to refer potential issues to the DES for investigation. Claimants may be determined ineligible to receive UI benefits when barriers to reemployment are discovered or they refuse to apply for suitable work as directed by Missouri Job Center staff. This collaboration between DES and OWD helps to ensure the integrity of the UI benefits program.

DES and OWD utilize a collaborative effort to further ensure the integrity of the UI program. With the assistance of enhanced systematic identity proofing at the time of filing, when a claimant fails automated identity proofing or the identity of a claimant is in question, an issue is set preventing payment on the claim and the claimant is required to report in person to a job center with documents to prove identity.

2. Registration of UI claimants with the State's employment service if required by State law;

Missouri State law requires registration of UI claimants with the state's Employment Service. According to Missouri Revised Statutes Section 288.040.1(1) Eligibility for Benefits-Exceptions-Report contents, a claimant who is unemployed and has been determined to be an insured worker shall be eligible for benefits for any week only if the deputy finds that the claimant has registered for work at and thereafter has continued to report at an employment office in accordance with such regulations as the division may prescribe.

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

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The Office of Workforce Development (OWD) non-merit state staff are trained to identify potential UI eligibility issues, including, but not limited to, being able to work, available for work, and actively seeking work. This training includes how to properly document potential UI eligibility issues and how to transmit such documentation to the Division of Employment Security (DES) for adjudication in the feedback loop. The Reemployment Services and Eligibility Assessment (RESEA) program leverages the feedback loop enabling the OWD to advise the DES whether selected claimant(s) report as directed, participate in the required RESEA service, and if a potential UI eligibility issue is detected.

At the time of filing of a UI claim through UInteract, the DES UI application, claimants receive real-time information on available jobs that meet the criteria, skillset and geographic preference the claimant provides at the time of filing. Additionally, claimants receive updated real-time job information each week the claimant files for payment of benefits.

Furthermore, all UI claimants are dually registered with OWD's website, jobs.mo.gov, Missouri's premier job matching site for both jobseekers and employers. By establishing a profile on job.mo.gov, the UI claimant will be notified when a job is posted that matches their skills and employment interests. Job referrals and placement are also provided when a claimant visits a Missouri Job Center.

4. Provision of referrals to and application assistance for training and education programs and resources.

Missouri Job Center (MJC) staff provide outreach to individuals that have applied for and/or are receiving UI benefits. During this outreach or when a customer comes into a job center, information is provided about services that are available virtually and through the centers which includes current labor market information, job search assistance, and information on education and training options that are available. MJC will provide options for claimants to participate in our 5 core workshops they include: Career Exploration; Career Networking; Resume Preparation; Interview Process; and Basic Computer Skills.

If staff assisted services are provided during this outreach a Wagner-Peyser enrollment will be completed. If individuals are seeking training options they would need to take an assessment provided by the MJC. Those claimants assessed in need of skill upgrades are provided information on training and education programs and referred to a Title I provider if applicable to the individuals' employment plan.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include an assessment of need. An assessment need describes the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

1. Assessment of Need. Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural

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and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Housing and transportation are the two primary needs of farmworkers. Since many of the temporary farmworkers do not live close to their employer, housing and transportation are unique needs of the migrant seasonal farmworker (MSFW). Only about 17% of employers who hire MSFWs provide some type of housing for their workers and even fewer provide some sort of transportation. As the AES staff visit with employers who are looking for workers, housing and transportation needs are pointed out as possible problems for workers. Staff will work with the employer to help remedy these problems.

Missouri's Migrant Seasonal Farmworker (MSFW) population is predominately Hispanic. During spring and fall peak seasons the migrant worker population is estimated between 4,000 to 6,000 and during non-peak season it is estimated to be less than 1000. Housing and transportation are the two primary needs of farmworkers, as well as childcare, legal aid and medical service referrals, based on information gathered during outreach activities performed by SWA staff and the National Farmworker Jobs Program grantee UMOS to migrant camps and employers. Since many of the temporary farmworkers do not live close to their employer, housing and transportation are unique needs of MSFWs. Only about 17% of employers who hire MSFWs provide some type of housing for their workers and even fewer provide some sort of transportation. Staff will continue working with the employer, MSFWs and collaborate with UMOS to help remedy these concerns.

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2. An assessment of the agricultural activity in the State means: 1) Identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State

1. Top Five Labor Intensive Crops, Heavy Season and Location of Crops

According to the Missouri Department of Agriculture, Missouri ranks second in the nation in the number of farm operations. Missouri's crops, livestock processing and other agricultural sectors account for over $16 billion per year. The top five labor-intensive crops for Missouri are: apples, grain, watermelon, cotton and grapes. A majority of the heavy activity occurs in the months beginning as early as March and continuing through October. The main geographic areas of prime activity are in the Southeast, West Central and Southwest Local Workforce Development Areas.

2. Agricultural Employers' Needs

The Office of Workforce Development's (OWD) Agricultural Employment Service (AES) staff strive to work closely within the agricultural sector to identify the needs of farmers, producers and agricultural businesses and to provide assistance to fulfill those needs. Currently, the biggest factor affecting agriculture in Missouri is

a reliable, qualified workforce. Many of the farmers, producers and agricultural businesses have the desire to increase their production, but are held back from expanding due to the lack of farm workers.

3. Factors affecting agriculture in the state

Missouri agriculture is impacted greatly by weather conditions including rainfall, drought and temperatures. Pestilence and disease are other factors creating field crop problems. Missouri has a number of opportunities for agricultural producers to research and explore solutions through the University of Missouri Extension Services and the Department of Agriculture. Often quickly identifying a problem and finding a solution to remedy the problem can prevent negative impacts to crops. As producers find better ways to grow their crops they have seasons that require additional labor. During peak harvest season it is important to have access to a strong agricultural workforce that can assist producers in garnering the greatest yield from their crops.

3. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration

MSFW Characteristics

Missouri's migrant and seasonal farmworkers (MSFWs) have a variety of surprising characteristics. The MSFWs in Missouri is are not just from the Hispanic population. As the Agricultural Employment Services (AES) staff visit with the agricultural employers hiring farmworkers, they are finding MSFWs originate from a variety of locations. MSFWs are predominantly from Mexico and a few from Nicaragua, Salvador, and other Central American countries. In addition to workers of Hispanic origin, the farm workers include individuals of Haitian, Bosnian, South African, and Burmese descent. Additionally, American citizens that qualify as a migrant and\or seasonal farm worker. The predominant languages spoken includes Spanish and English.

Local WDB and One-Stop Job Center Partnership

The Office of Workforce Development and the Local Workforce Development Boards have an MOU with the 167 National Farmworker Jobs Program (NFJP) grantee, United Migrant Opportunity Services, Inc. (UMOS), to ensure the most effective and efficient utilization of the funds provided by US Department of Labor for administration and operation of the statewide Migrant Seasonal Farmworker's outreach program.

Peak Season

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At peak time, especially during the harvest season, there can be as many as 6,000 MSFWs in Missouri. This will go down to approximately less than 1,000 during the low season. The large majority of MSFWs are year-round farmworkers, there are some seasonal and farmworkers who migrate from other states like Florida and Texas. Many of the MSFWs desire to stay in permanent jobs and not have to move around. They also want to stay in the agricultural field, so through UMOS and the Missouri Job Centers, we are diligently working to help move the MSFWs into full time permanent positions. For MSFWs who seek training and jobs in non-agricultural fields, UMOS and Missouri Job Centers continue to collaborate to facilitate training programs, funding, job referrals, and any other supportive services needed for MSFW customers.

4. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

Currently, there is one full-time AES outreach staff, who is domiciled in the Southeast Workforce Region of Missouri. During non-peak season, the AES staff travels throughout the entire state and connects with other local organizations and agricultural employers to locate MSFWs. During peak-season, the AES staff focuses on Zone 3. The AES staff has completed training on outreach responsibilities and duties. Other trainings is coordinated among other organizations such as Wage and Hour Division, Occupational Safety and Health Administration, and UMOS human trafficking program. Trainings on identifying an MSFW and services to be provide, as well as Employment Service and Employment-Relate Law Complaint System, and Agricultural Recruitment System were provided to Missouri Job Center staff through webinars. Additional interactive trainings are available on our Learning Management System to assist staff to fill-in any knowledge gaps there may be. Each region of the state will have a contact person assisting central office staff in implementation and coordination of local outreach activities. Training has been completed on outreach throughout the state requiring a minimum number of staff persons to attend. This strategy will increase local program knowledge and will increase MSFW registrations for Missouri providing a wide range of services to the farmworkers and agricultural employers.

This strategy will increase local program knowledge and will increase MSFW registrations for Missouri providing a wide range of services to the farmworkers and agricultural employers.

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices

UMOS's Migrant Education staff will play a huge role in outreach activities to assist the Office of Workforce Development (OWD) in contacting farmworkers who are not being reached by normal intake activities. OWD expects the partnership to continue. In addition, OWD is continuing to identify and build partnerships with Migrant Education Program, Legal Aid of Western Missouri – Migrant Farmworkers Project, Migrant Farmworkers Assistance Fund, and faith-based organizations to conduct outreach in order to direct more MSFWs to the local job centers.

Realizing that most migrant farmworkers will not access services through normal intake activities by the Missouri Jobs Centers, Missouri is strengthening its partnership with UMOS's (Missouri NJFP grantee) staff to include joint outreach to this population. In addition, OWD staff have and will continue to participate in local job fairs and community events throughout the state to expand awareness to this population about the services that are available. Missouri has hired a dedicated outreach staff to perform these duties in the areas of high concentration of migrant workers. Current outreach staff also work with the local workforce boards to encourage a natural collaboration and communication among the partners and the UMOS staff.

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B. Providing technical assistance to outreach staff. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the Employment Service and Employment-Related Law Complaint System ("Complaint System" described at 20 CFR 658 Subpart E), information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

The State Monitor Advocate (SMA) and outreach staff will attend all program related conferences and training opportunities offered, both in-state and out-of-state. This information will then be shared with the appropriate staff in all Missouri Job Centers.

The Office of Workforce Development (OWD) and United Migrant Opportunity Services (UMOS) have developed an MOU that will allow for combined training to job center staff by OWD's SMA and UMOS local staff. OWD has also worked with UMOS to develop brochures and other outreach materials that feature both agencies and the available services.

The MSFW training presentations have been and will continue to be provided to job center non-merit state staff and AES outreach staff through webinars and in-person training. At a minimum, the following training will continue to be provided to all appropriate job center staff at least once a year and available for new staff or upon request any time during the year.

MSFW Training Presentations:

Identifying the Farmworker

All Missouri Job Centers (MJCs) must offer the MSFWs equal access to a full range of employment services, and while providing these services be sensitive to their preferences, skills and the availability of agricultural job opportunities. In order to accomplish this, all MJCs must identify and serve all farmworkers in a qualitatively equivalent and quantitatively proportionate manner. This webinar will empower each MJC to accomplish compliance in meeting this regulation. Participants will learn how to identify, conduct intake and serve the MSFWs living and working in local areas. It will provide the demographic and agricultural information for each respective area.

Employment Service (ES) and Employment-Related Law Complaint System Training

This webinar provides an in-depth review of the JS ES Complaint system process. Participants will learn the different types of complaints, actions to take on them, how to identify a valid complaint, how to identify when complaints are taken in writing, proper documentation of complaints, recording and reporting ES related complaints and the actions to take on them. This training session will provide all participants the skills and tools needed to successfully process all employment related complaints in the MJCs pertaining to the ES and Employment-Related Law Complaint System. The webinar also focuses on multiple federal agencies and the laws they enforce. At the end of the training session, staff will be able to identify the federal agencies that would process complaints alleging employment related law violations. The webinar provides an overview of the forms required and how to fill them out. In addition, it provides the information for further processing of a complaint.

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C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues

The MSFW training presentations have been and will continue to be provided to job center staff and AES outreach staff through interactive computer-based webinars and in-person training. Training on UI program and eligibility issues has been provided to both job center staff and AES outreach staff. The training is available on our Learning Management System. At a minimum, subject experts will provide the following training to all appropriate job center staff and AES outreach staff at least once a year and available for new staff or upon request any time during the year. Once a year an experienced UI staff will provide job shadowing training to AES outreach staff.

The Office of Workforce Development (OWD) and UMOS have developed a MOU that will allow for combined training to job center staff by OWD's SMA and UMOS local staff. OWD has also worked with UMOS to develop brochures and other outreach materials that feature both agencies and the services available.

In order to provide high quality services to both jobseekers and employers, the Division of Employment Security and OWD utilize a collaborative approach to provide training and continuously improve professional development for the Missouri Job Center staff. Various methods are utilized to present training to staff on new programs and services including: in-person training by subject matter experts from both agencies, webinars, videos imbedded in the OWD web portal, program specific desk aides, on-the-job training, and conference calls.

D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers

Prior to 2018, Missouri's personnel law, located in chapter 36 of the Missouri Revised Statutes, required that all employees of certain agencies, including the employees of the Office of Workforce Development, have merit status. In 2018, the Missouri legislature amended the state personnel law to remove merit status for all employees except those who are required to be merit by "federal law or regulations for grant-in-aid programs." 36.030, RSMo. In its revised regulation at 20 CFR 652.215, the USDOL removed the requirement that labor exchange services be provided by State merit-staff and instead provides that W-P funded activities "can be provided through a variety of staffing models. They are not required to be provided by State merit-staff employees."

Upon publication of this final rule, the Office of Workforce Development had to remove the merit status of all its employees to comply with State of Missouri law. In the State of Missouri, all employees are at-will except when required by federal law. 20 CFR 652.215 no longer requires that W-P funded staff be merit, as a result OWD had to remove the merit status at the earliest possible opportunity to comply with State of Missouri law.

Office of Workforce Development staff was notified June 14, 2021 followed by a detailed presentation on June 16, 2021. Formal letters to employees were then sent to their permanent addresses. Beginning on July 1, 2021, all remaining Missouri merit staff changed to at-will in the payroll system.

Missouri Job Center non-merit state staff are trained via webinars and in-person to offer the MSFWs equal access to a full range of employment services, and in providing these services, how to be sensitive to preferences, skills, and availability of agricultural job opportunities. In order to accomplish this, job center non-merit state staff must identify and serve farmworkers in an equitable manner. These interactive training webinars empower each job center to accomplish compliance in meeting regulations. Participants learn how

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to identify, conduct intake and serve the MSFWs. Additionally they are provided demographic and agricultural information for each local area. Trainings are completed on outreach throughout the state that require at least one local staff person to attend. This strategy increases local program knowledge and increases MSFW registrations for Missouri. It also provides information regarding a wide range of services to the farmworkers and agricultural employers. In addition State merit MSFW Outreach Workers staff may attend national training as available to learn best practices from other states and partners.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups

Regions The Office of Workforce Development, Workforce Development Boards, and their sub recipients will continue to partner with local agencies whenever possible including the WIOA Title I section 167 grantee. The Office of Workforce Development (OWD) and the 167 grantee, United Migrant Opportunity Services (UMOS), have a signed MOU. The purpose of the MOU is to ensure the most effective and efficient utilization of the funds provided for the MSFW program. OWD and UMOS will continue to work together as partners to provide a full spectrum of services to Missouri's MSFW's and agricultural employers. OWD and UMOS worked together to develop brochures and other outreach materials that featuring both agencies and the services they provide in English and Spanish.

Missouri's Migrant Education Program and churches are two of the most active partners. Local churches provide a variety of supportive services including food, rent money, clothing, and transportation. Migrant Education provides education and human resource service opportunities that strengthen and enhance the development of the migrant child and family. Outreach tools include printed materials and personal contact. Personal contact results in better performance outcomes. This method is also the preferred method of outreach for the workers. On-site interaction gives workers the opportunity to have questions answered with intake completed via laptop.

As part of our marketing efforts an agricultural services page was implemented on Facebook. However, the AES Facebook page did not provide us the results we were looking for, as far as reaching agricultural employers and MSFW jobseekers. As a result, communications unit will be working with the SMA and AES outreach staff to post content regarding MSFW services in our already establish Jobs Mo Gov (JMG) Facebook page. MSFW services will have its own scheduling slot and branding within JMG. Social media increases the ability to reach jobseekers who are seeking agricultural employment and agricultural employers who need farmworkers.

5. Services provided to farmworkers and agricultural employers through the one-stop delivery system

Describe the State agency's proposed strategies for:

A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers

ii. How the State serves agricultural employers and how it intends to improve such services

The Office of Workforce Development (OWD) will provide Wagner-Peyser Act funded services to migrant and seasonal workers (MSFWs) and to prospective and actual employers of these individuals. OWD will make every

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effort to strengthen its working relationships with MSFWs and employers to encourage utilization of Missouri Job Centers. Efforts will continue to include the full range of the Missouri Job Center services delivered through an outreach effort designed to locate, contact, and inform migrant and seasonal farmworkers about the employment and training services available statewide and particularly in the Southeast, Southwest and West Central local workforce development areas. Additional efforts include ensuring that MSFW customers are referred to the 167 grantees for assistance.

OWD will ensure that MSFWs are offered the same range of employment services, benefits and protections, including counseling, testing and job training referral services, as is provided to non—MSFWs.

Career Services provided through the Missouri Job Centers include:

- Registration for Wagner-Peyser and other services, including Tittle I Career Services
- Explanation and use of jobs.mo.gov
- Job counseling
- Referral to job openings
- Job development
- Improving job seeking skills
- Testing
- Assessment
- Referrals to supportive services and other providers including UMOS, 167 NFJP grantee
- Information on employment and training opportunities
- Labor market information
- Information on the job Employment Service and Employment-Related Law Complaint System, including filing and processing of complaints, and Complaint System poster

In-take Process

Upon first arriving at a Missouri Job Center, the following methods are used to provide career services:

- Adequately identifying the MSFW at the point of registration;
- Explaining services available;
- Assessing the immediate needs of the farmworker;
- Referral to appropriate service providers, including Tittle I WIOA as needed; and
- Systematic follow-up with each individual to ensure their needs are met.

Upon completion of intake, the MSFWs training needs are assessed. Many times completion of training or an upgrade of skills is difficult to accomplish because workers have a family they must support. If training is possible and necessary, then the participant is referred to the Missouri Job Center WIOA Title I for evaluation. If training options do not meet the individual's needs, then referral to other service providers such as the 167 NFJP Grantee, UMOS, will be made. In addition, ESL and high school equivalency classes are provided by Migrant Education Program throughout the state.

To better serve the agriculture employer OWD continues to outreach and awareness training about the services available to assist in their agriculture businesses. The jobs.mo.gov website has a dedicated AES page promoting services to agricultural employers. The AES page contains related resources such as the Agricultural Recruitment System guide flyers for both employers and jobseekers. The OWD jobs.mo.gov website includes valuable information for all employers, including information on job postings and recruitment services, work based learning programs, available tools to help assess employees, available workshops for employers, links to business resources and contact information for business services staff throughout the state.

OWD strives to improve services to agriculture employers by reaching out to better learn how OWD can be of assistance and tailor our services specific to the agriculture community. OWD staff attends agriculture related conferences, farm fests, and other venues enabling outreach staff to interact with the agriculture employer. As

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information is learned OWD continues to update the website and outreach materials staying current with the agriculture employers' needs.

B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups

The Department of Higher Education and Workforce Development's (DHEWD) communications section has assisted the State Monitor Advocate (SMA) and MSFW outreach staff in developing a marketing campaign regarding the employment service complaint system. Brochures and posters have been designed and placed in Missouri's Job Centers with materials from other agencies that serve or contact agricultural employers and farm worker advocacy groups. The SMA and outreach staff attend several agriculture related conferences as exhibitors. Participation provides interaction and outreach opportunities with agricultural employers and advocacy groups in attendance. Missouri employers have a dedicated webpage on jobs.mo.gov. The employer and jobseeker services menu includes information on the employment service complaint system.

C. Marketing the Agricultural Recruitment System for U.S. Workers (ARS) to agricultural employers and how it intends to improve such publicity.

The OWD Employment Relations and Engagement (ERE) team and Local Business Outreach Teams and MSFW outreach staff solicit job orders from agricultural employers on a regular basis. MSFW outreach staff coordinate employer outreach and marketing with business teams prior to making contact with the agricultural employer. Both the business team and MSFW outreach staff utilize a common case management system. All employer contacts are recorded within the case management system ensuring no duplication of services. In addition to the outreach efforts indicated above local business outreach teams, MSFW outreach staff closely coordinate with multiple agencies, such as UMOS, the WIOA 167 NFJP grantee, Chambers of Commerce, local economic development organizations and educational agencies to ensure business needs are met. Close coordination results in streamlined efficient service delivery, while preserving the integrity of the program and avoiding duplication.

The jobs.mo.gov website has a dedicated AES page promoting services to agricultural employers. The AES page contains related resources such as the Agricultural Recruitment System guide flyers for both employers and jobseekers. The jobs.mo.gov website includes valuable information for all employers, including information on job postings, recruitment services, work-based learning programs, assessment tools for employees, workshops for employers, links to business resources and contact information for business services staff throughout the state. Every new business registrant in jobs.mo.gov is contacted by a representative from the local business team who offers additional workforce system services.

The communications unit works closely with the SMA and MSFW outreach staff to ensure marketing strategies are current. The jobs.mo.gov website is updated with current information for agricultural employers. Brochures and flyers to promote agricultural employment services are revised on a regular basis and social media is utilized to promote services, agricultural conferences and events throughout the year. OWD continually searches for new and improved methods to increase publicity. A brochure was developed by OWD in partnership with UMOS for agricultural outreach in addition to a social media campaign.

6. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

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The Office of Workforce Development (OWD) will continue to partner with local agencies, including the WIOA Title I section 167 grantee, United Migrant Opportunity Services (UMOS). OWD and UMOS, have a signed MOU. The purpose of the MOU is to ensure the most effective and efficient utilization of funds provided for the MSFW and coordination of services. OWD and UMOS continue to work together as partners to provide a full spectrum of services to MSFWs and agricultural employers. OWD does not have any additional written agreements, however, partnerships are in place with community service and other organizations that provide assistance to MSFWs. Missouri Migrant Education Program, Legal Aid of Western Missouri – Migrant Farmworkers Project, and churches are two of the most active partners. Local churches provide a variety of supportive services including food, rent money, clothing, and transportation. Migrant Education provides education and human resource service opportunities that strengthen and enhance the development of the migrant children and families. Migrant Farmworkers Project (MFP) provides free legal assistance, legal education and referrals to both migrant and seasonal farmworkers.

All opportunities to interact with other agencies that serve MSFW's will be explored and followed up on to develop meaningful partnerships.

Through development of IFA process, all local workforce regions have engaged directly with the NJFP provider. Additionally, local staff now have the capacity to pull reports from OWD's MoJobs system, which help identify MSFW participants in local areas. This report also allows better partnering between local regions to ensure that new referrals can be made to the NJFP partner. Finally, Missouri state leadership has connected directly with UMOS at the national level to have discussions on how to better partner as we move forward.

B. Review and Public Comment

In developing the AOP, the SWA will solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA will provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA will: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP will include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Then SWA will maintain the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

In accordance with 20 CFR Subpart B, 653.107(d)(1), (2), and (3), OWD gives notice that the Missouri Wagner—Peyser Agricultural Outreach Plan will be available for public comment to UMOS, Inc. (WIOA Section 167 grantee) and other appropriate groups.

C. Data Assessment

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

While Missouri does not consistently meet our goals for all indicators, during Program Year 2020 the state met six out of the eight Equity Ratio Indicators and one of three Minimum Service Level Indicators. The state met seven out of eight Equity Ratio Indicators and zero two out of three Minimum Service Level Indicators for PY2019. Although there are MSFWs seeking services through the local job service centers, there are significantly more being served through outreach efforts limiting full range of access to services.

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The Migrant Seasonal Farmworker program is operated with Wagner-Peyser funding used to support three positions. These include the State Monitor Advocate and outreach staff consisting of recently designated full-time bilingual staff in the southeast region and part-time staff in the southwest region. Missouri's goal is to increase registrations and services to MSFWs through active participation by Job Center staff, and engagement with partners making this goal achievable. OWD conducts outreach to workers in groups, instead of one—on—one consultations with overall results of increased registrations.

A review of Missouri's data reports on performance shows that in the beginning of the four-year period reviewed, Missouri consistently failed three of the five measures relative to equity of "Referred to Support Service", "Job Development Contacts" and "Referred to Jobs". During the first three reported quarters of 2017, Missouri met all equity measures. During the 2018 reported quarters for equity measures, Missouri did not meet four out of the five in two quarters, two out of five in one quarter and three out of five in another. Missouri has met the equity indicators for reported 2019 of "Basic Career Services", "Referred to Employment", "Referred to Supportive Services" and "Referred to Training" for the past 4 quarterly reports. During the first and fourth reported quarter of 2020, Missouri met seven out of the eight equity indicators. In the second and third reported quarter met five. We continue to strive for further improvement relative to equity ratio. Missouri currently has significant MSFW status. We continue to strive to improve overall services to MSFW population for quantitatively proportionate and qualitatively equivalent of those provided to all other applicants. Missouri will continue with an ongoing review of performance data, training to job center staff and collaboration with NFJP provider.

D. Assessment of Progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The state's case management system indicates Missouri does not consistently meet all performance measure goals. Although there are MSFWs seeking services through the local job service centers, there are significantly more being served through outreach efforts limiting full range of access to services. Training will continue to be provided in an on-going basis to all job center staff; however, Missouri will also focus on additional one on one training with each point of contact person in all job centers and develop strategies relevant to the local areas for addressing the issue.

Missouri achievements include increasing partnerships with agricultural employers; improving outreach for meeting basic needs of food clothing, shelter and education; and providing faith-based support services.

Partnerships at the local level are critical to the MSFW program. Local office staff as well as the SMA sought to establish and maintain working partnerships with agricultural employers, agricultural associations, and the migrant and season farm worker population.

Missouri cooperates with migrant service providers to conduct outreach and to ensure a wide variety of needs are met (food, clothing, shelter, education). Our biggest partner is UMOS, the 167 NFJP grantee. The organization's sole focus is the migrant farmworker and their family. A Memorandum of Understanding (MOU) is established between OWD, the local workforce development boards and UMOS.

In addition, small and large churches were utilized to help provide supportive services such as transportation to a worksite, clothes and lodging. Community organizations such as food pantries, clothing stores and temporary shelter providers provided basic needs to the farm worker and their families who sometimes travel

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long distances for a job. Migrant Farmworkers Project provides a range of free legal assistance to both migrant and seasonal farmworkers.

OWD understands the criticality of having adequate staffing levels for AOP outreach. To remedy this, we hired a full-time outreach staff member who speaks Spanish to better serve the farmworker community. The possibility of having a part-time outreach staff in the southwest region is being consider at this time. This is a high priority item for OWD.

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate participated in the preparation of the agricultural plan and has been afforded the opportunity to approve and comment on the plan. Such review indicates that the plan has been prepared properly, omitting none of the prescribed requirements and properly describing the activities planned for providing services to both agricultural employers and migrant and seasonal farm workers (MSFWs).

OWD's State Monitor Advocate did review and approve the Agricultural Outreach Plan which was submitted as part of the Missouri Combined State Plan.

Wagner-Peyser Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

Wagner Peyser Program Performance Indicators

Performance Goals for the Core Programs

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Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for

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indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	69.0%	69.0%	69.0%	69.0%
Employment (Fourth Quarter After Exit)	71.0%	71.0%	71.0%	71.0%
Median Earnings (Second Quarter After Exit)	$5,000	$5,200	$5,000	$5,200
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-specific Requirements for Adult Education and Family Literacy Act Programs

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

a. Aligning of Content Standards

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

Missouri's Department of Elementary and Secondary Education launched "Show-Me Success", a transformational effort with a vision of improving lives through education and a mission of providing access to opportunity. One of the four priority areas of "Show-Me Success" is "Success-Ready Students & Workforce Development". Missouri's K-12 Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training, careers, and citizenship. Standards ensure that students learn basic and higher-order skills including problem solving and critical thinking. These standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals.

The basis for Missouri's Adult Education Standards are DESE's College and Career Readiness Standards (CCRS) which align closely with the K-12 Standards. The Missouri Adult Education Standards provide a framework within which programs develop the curriculum needed to prepare students for achieving their goals which often include obtaining employment, enrollment in post-secondary options, and/or developing the language and life skills needed to be a part of the culture of the United States. All DESE certified AEL teachers must attend professional development workshops detailing CCRS with practical classroom application. In addition, professional development is offered to all teachers using CCRS in areas including applied math, reading comprehension, communication (verbal, written, and listening), critical thinking and problem solving, technology and gathering/evaluating information. Moreover, support is given to increase students' work readiness skills such as career development and planning, professional behavior, accountability, interpersonal skills, and self-management.

Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- DESE AEL follows the considerations specified in section 231(e) of WIOA to create local provider bid specifications. Each local provider must respond to each consideration in their application and the responses are evaluated and scored prior to awarding grants/contracts. Each applicant must provide one or more of the Adult Education and Literacy Activities (Section 203 of WIOA).
- During the application process, local program applicants must describe services they plan to provide and how they meet each of the considerations for those activities. Each activity is defined in the Invitation for Bids as described in Section 203 of the Act and includes
- adult education;
- literacy;
- workplace adult education and literacy activities;
- family literacy activities;
- English language acquisition activities;
- Integrated English Literacy and Civics Education (IELCE);

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- workforce preparation activities; and,
- Integrated Education and Training (IET)
- Missouri DESE AEL strives for its students' success through dedicated staff at all local programs who assist with transition to post-secondary options and employment opportunities. Local transition staff also provide appropriate referrals and co-enrollment for students with partner programs such as Title I through the MJCs and Title IV MVR.
- All adult education, literacy, and English language acquisition activities throughout the state have an integrated workforce component. Based on regional needs, workforce preparation activities are provided in a variety of ways. Often, Title I delivers workforce preparation services with Title II students in attendance, offering an opportunity for co-enrollment. In other areas, the Adult Education provider directly delivers the workforce preparation activities. Title I and Title II programs may refer students to each other's program for services as appropriate and aim for co-enrollment.
- All Missouri adult education, literacy, and English language acquisition activities must use DESE College and Career Readiness Standards (CCRS) as their instructional foundation. Instructors must be certified DESE Adult Education teachers which requires professional development on integrating CCRS into Missouri's adult classrooms. DESE AEL monitors professional development activities and the application of CCRS in local adult classrooms.
- Missouri Title II also funds a limited number of Integrated English Literacy and Civics Education (IELCE) programs which must include Integrated Education and Training (IET) as a workforce component. IELCE improves students' English language skills, prepares them to be successful as a United States citizen and provides workplace preparation in a chosen career pathway. As students reach skill levels necessary for success, they receive appropriate referrals to Title I services or directly to employment and post-secondary opportunities. The English language acquisition component of IELCE must align with CCRS. Curriculum and instructional materials for the civics component must, at a minimum, include instruction on the rights and responsibilities of citizenship and civic participation. The civics educational component must also include basic instruction and materials in US history, workforce preparation activities and align to the Office of Career, Technical, and Adult Education's (OCTAE) Employability Skills framework.
- DESE AEL local programs make career pathway activities available to appropriate students using two targeted strategies.
- Local programs must provide IET and/or workplace literacy and preparation concurrently with adult education, literacy and English language acquisition activities.
- Local programs work closely with their local WDB creating career pathways based on regional sector strategies guided by industry and occupational demands.
- WIOA partners collaborate at the local level to align and create pathways meeting the needs of students with the ultimate goal of employment in an in-demand occupation. Adult Education and English language acquisition activities must utilize contextualized learning curriculum and materials based on the chosen sector strategies of the region. This allows Title II to align with the other WIOA partners in the local region. Eligible providers must describe the methods used to meet these requirements in their grant/contract application. Where appropriate, Title II partners with Title I to provide the workforce training piece of IET. Since Title II funds in Missouri cannot pay tuition for the skill training component, in some local regions, Title II partners with Title I to provide workforce literacy and preparation activities.

c. Corrections Education and other Education of Institutionalized Individuals

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Missouri's adult correctional education program for institutionalized individuals has operated successfully for over 20 years. Programs serving justice involved individuals must submit an application through Missouri's multiyear competitive bid process using the same announcement, IFB (including 13 considerations), application, evaluation and scoring process as for all eligible providers as outlined in Section III (b)(5)(B) for Title II of the Missouri WIOA State Plan. DESE AEL publishes a notice of program and funds available in at least two major newspapers that have state-wide circulation. DESE AEL publishes the Grant and Invitation for Bid Applications at AEL.MO.GOV. Missouri DESE AEL uses the 13 considerations specified in section 231(e) of WIOA to determine funding for eligible service providers. Applicants must provide a detailed narrative addressing how they will meet each consideration. DESE AEL evaluates all applications using the same rubric and scoring criteria.

The IFB explains that the following services must be accessible to justice involved individuals based on need and situational feasibility:

- adult education and literacy activities;
- special education as determined by the eligible agency;
- Integrated Education and Training (IET);
- career pathways;
- co-enrollment with partner agencies;
- peer tutoring; and
- transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

DESE AEL funded corrections educational programs give priority of service to individuals who are likely to leave the correctional institution within 5 years. Missouri state law requires all offenders without a high school diploma or high school equivalency to earn HSE or exhibit a continuous, honest, good faith of academic success for parole eligibility. Missouri Department of Corrections (DOC) deploys methodology for offender educational services that increase educational levels and provide skills for self-sufficiency to reduce the recidivism rate. This rate for justice involved individuals involved in adult education is consistently lower than the overall prison population.

DOC offers adult education and literacy activities that focus on increasing literacy, improving language skills, preparing for the HSE test, and offering offenders the opportunity to reenter society as productive citizens. Corrections programs provide IET through the Employability Skills program which delivers workforce training skills and life skills that help offenders reenter society as productive citizens. This program offers a curriculum that covers job preparation (resume building, interview preparation, etc.), workforce skills, and family life skills. Students cover these topics concurrently with adult education curriculum that includes instruction in reading, writing, speaking, mathematics and English language acquisition. Curriculum and materials provide real life context and align with CCRS. Where situationally feasible, instruction may include peer tutoring.

Special education instructional strategies used within DOC link to the student's learning style and learning disabilities/difficulties. DOC provides accommodations for students with learning disabilities/differences than can include signers or interpreters, tutors for one-on-one instruction, adaptations such as color overlays and large key calculators. DOC provides accommodations to students in accordance with official TABE and HSE guidelines.

Missouri DOC offers career pathways for incarcerated students by integrating adult education and literacy with workforce preparation activities priming students for the workforce upon their release. Additionally, DOC offers options for post-secondary educational opportunities including self-pay or free options to study with an accredited college. Some institutions offer vocational training and education for those who qualify based on DOC criteria. These vocational options provide a pathway for students to build skills through workforce training and education that will assist with obtaining and retaining employment to reduce recidivism.

DOC policy does not allow for direct connection with the public school sector, one-stop centers, and/or social services agencies during students' incarceration; however, DOC does provide Title II funded students with information/resources to help them transition into society through the Missouri Reentry Process (MRP)

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including information about connecting to MJCs, AEL programs, one-stop centers, post-secondary opportunities and more. Through MRP, offenders prepare for release throughout their incarceration addressing educational opportunities, job placement, and local support systems.

d. Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

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

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Missouri funds its IELCE programs through a competitive grant process. Local providers teach measurable proficiencies to English language learners who are adults, including professionals with degrees and credentials in their native countries, which enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. IELCE programs may team up with Title I and other partners to provide workforce training.

Local programs funded by DESE AEL deliver IELCE in combination with IET activities including forklift driver, commercial sewing, nursing, construction trades, hospitality, and manufacturing. At the core of IET and IELCE efforts are partnerships including Job Corps, housing authorities, local WDBs, community colleges, Habitat for Humanity, and local hospitals.

Missouri DESE AEL requires all eligible providers for WIOA sections 225, 231, and 243 to use the same application process ensuring that evaluations use an equal rubric and scoring criteria. DESE AEL ensures that all eligible providers have direct and equitable access to apply for grants/contracts and that the same grant and contract announcement, application, and proposal process is used for all eligible providers. Prior to submitting an application, any eligible agency may contact DESE AEL expressing interest in participation and to gather necessary details. Missouri DESE AEL trusts that its methods meet the requirements specified in AEFLA and ensures direct and equitable access. Missouri uses the considerations specified in section 231(e) of WIOA to fund eligible providers and incorporates each of the considerations into the narrative portion of the application. DESE AEL uses a point-based scoring rubric that assesses all eligible agencies on each of the considerations and the narrative must detail how they will meet each consideration.

Section 243 funds support the programmatic expenses of local IELCE programs including teacher salaries and benefits as well as necessary instructional materials for English language acquisition, workforce preparation activities, and civics education. IELCE programs must provide services in combination with IET. DESE AEL approved IELCE programs are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency. IELCE programs in Missouri must integrate with the local workforce development system to carry

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out activities. As students reach skill levels necessary for success, they receive appropriate referrals to Title I services or directly to employment and post-secondary opportunities.

In conjunction with instruction in civics and citizenship, Missouri's IELCE students earn certifications in forklift driving, OSHA 10+, commercial sewing, Certified Nursing Assistant, construction trades, medical terminology, phlebotomy, HIPPA, Certified Medical Assistant, Lead Awareness, power tools and other areas. Most IELCE/IET students earn multiple certifications.

For many IETs, it is necessary for English learners to obtain a certain literacy level prior to the start of training. To address this challenge, Missouri DESE's local IELCE programs continuously develop appropriate IETs and job opportunities that lead to self-sufficiency and focus on competent literacy with all IELCE students. All of Missouri's IELCE programs work closely with the workforce development system and hold representation on the appropriate local WDB. Local Title II programs develop IETs in partnership with the workforce development system. AEL staff attend local WDB meetings to expand and promote IET programming.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA

Missouri Title II uses available section 222(a)(2) funds to enhance the program quality in the adult education system. Not more than 12.5% of federal funds made available will be used to carry out State Leadership activities under section 223. Missouri conducts the following State Leadership activities:

1. Missouri Title II works collaboratively with the other core programs and partner agencies to align and coordinate services for program participants. Cross-training at the state and local levels is delivered to help staff to develop an understanding of intake/orientation, eligibility screening, referral between partners, and program services and activities. In addition, the development of all components of career pathways is a priority with the focus on preparing students for careers in an in-demand occupation using regional sector strategies.
2. Missouri Title II facilitates a statewide Adult Education professional development (PD) advisory committee which meets as needed to identify future PD needs, develop PD plans and resources, identify best practices in PD, coordinate PD activities, and review developing PD workshops to ensure they meet the needs of instructors. The PD advisory committee includes adult education local staff, state staff and PD trainers who seek input from all teachers and all local program directors to determine appropriate PD needs. The PD committee prioritizes requests to determine what workshops are developed and offered each year. The PD committee, coordinated by DESE PD staff members, also evaluates new federal and state requirements or trends to determine PD needs and development. All PD workshops developed by the DESE AEL incorporate College and Career Readiness Standards. In addition, the state agency provides periodic PD on various topics such as new federal requirements, data quality management, fiscal accountability, effective instruction strategies, assessment, serving students with disabilities, transition to post-secondary, etc. Multiple times a year, local program staff have an opportunity to share best practices with their peers. When possible, Title II funds PD opportunities that fill in gaps of current offerings for instructors.
3. DESE AEL provides technical assistance to programs. Specific areas of focus include:
    a. Aligning adult education and literacy activities with other core programs and one-stop partners and the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
    b. Improving instruction by incorporating the following in the classroom:
        i. the essential components of reading instruction
        ii. college and career readiness
        iii. active instruction
        iv. multiple learning strategies used to provide differentiated instruction

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        v. tiered instruction that includes: whole group, small group, guided practice, and independent learning
    c. The development and dissemination of instructional practices in reading, writing, speaking, mathematics, English language acquisition programs, and distance education.
    d. The role of one-stop partners to provide access to employment, education, and training services.
    e. The use of data reports and the use of the LACES data system.
4. DESE AEL provides oversight to grantees and/or contractors including data reviews, on-site visits, and a program improvement process to address deficiencies.
    a. DESE AEL staff meet monthly to conduct desk reviews of each Title II funded program and discuss targeted data reports for each service provider. Upon identification of challenges, local programs receive technical assistance virtually or on-site focusing on issues such as testing, persistence, academic gain, etc. During these sessions, DESE AEL staff visit various class sites to interview staff and students. DESE AEL staff watch instruction in low performing classrooms and offer suggestions for improvement. DESE AEL staff also conference with the local program director to discuss performance and offer ideas on enhancement. Corrective action is developed as necessary and all technical assistance receives written summarization and follow-up including examination of data.
    b. DESE AEL conducts on-site monitoring visits each year from a designated cohort of local programs in addition to technical assistance. To determine recipients of an on-site visit, DESE AEL utilizes a risk assessment of the following factors:
        i. date of previous on-site visit;
        ii. tenure of program director;
        iii. cost per student; and
        iv. measureable skill gains.
    c. Upon choosing local programs for on-site visits, DESE AEL staff analyze data to determine specific classrooms for observation based on such factors as performance, attendance, and testing. During a monitoring visit, DESE AEL scrutinizes instruction, fiscal operations, testing, professional development, teacher certification, etc. The DESE AEL team visits class sites, watches teachers deliver classroom instruction, and interviews teachers and students.
    d. Upon completion of an on-site visit, DESE AEL staff host an exit conference with the local AEL program director and their supervisor to cover strengths, weakness, suggestions for improvement and corrective action if necessary.
    e. DESE AEL writes and issues a report to local programs following an on-site visit which includes a summary of the review. If corrective action is required, it is detailed in this report.

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

In addition to the required activities, Missouri Title II uses available section 223 funds for a statewide distance learning platform and curriculum called MOLearns, developing methods for improved performance data analysis and expansion of IETs and workplace literacy activities.

1. The MOLearns program is accountable to WIOA performance standards and supports local program distance learning by
    a. monthly contact with local adult education programs providing student skills sheets and/or reports when requested.
    b. providing basic skills and HSE preparation virtually to Missouri adult education students.
    c. researching online resources that are presently available and sharing these resources to local AEL program directors in an effort to expand instructional technology use.
    d. providing a quarterly student activity report to each local AEL program director.

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    e. following all teacher certification requirements, including professional development.
    f. presenting and promoting the MOLearns program at professional development conferences.
    g. coordinating and supporting all distance education teachers through frequent communication and staff meetings.
    h. supporting students and local program instructors through the use of office hours, email, instant messaging and phone.
    i. ensuring students complete a minimum of five assignment hours per week to stay enrolled.
    j. measuring student progress using the Test of Adult Basic Education (TABE) for ABE/ASE students.
    k. enrollment and data maintenance in the LACES data system.
    l. participation as a member of the Missouri state distance learning team in Project IDEAL for students with disabilities.
2. DESE AEL seeks to expand local program use of student data using the LACES data system.
    a. Periodic statewide desk review data is shared with all local programs in an effort for real-time comparison with local data.
    b. DESE AEL continues to use dashboards in assisting programs to evaluate their current performance and financial posture.
3. DESE AEL is focused on intensifying its IET and workplace literacy offerings statewide.
    a. DESE AEL's strategic plan for IET expansion is based on regional sector strategies and labor market information and it guides the efforts to expand workforce opportunities for adult education students.
    b. Employer and partner engagement is at the core of IET and workplace literacy development for Missouri Title II. DESE AEL partners with local WDBs and MVR Business Services staff to identify and develop employer relationships.
    c. DESE AEL supports the reporting of workforce literacy and IET measurable skill gains and develops its local programs based upon creating self-sufficient citizens.

f. Assessing Quality

Missouri Title II strongly commits to local programs' success producing quality student outcomes based on WIOA core indicators of performance. Missouri DESE AEL staff provides continuous monitoring, evaluation and assistance in activities that help improve outcomes. Missouri DESE AEL employs a four component monitoring system for ongoing real-time assessment of local service providers.

1. Desk Review: Each month, the DESE AEL team reviews financial and program enrollment/performance data of each local service provider. This real-time review evaluates budgets, actual expenditures, cost per student, persistence of student attendance and combined WIOA performance measures. This process allows DESE AEL to provide immediate technical assistance in areas of concern as opposed to waiting until end-of-year reporting. Local service providers also have access to a dashboard displaying all data reviewed by DESE AEL.
2. Self-Assessment: Based upon a risk assessment, local programs must submit a self-assessment to DESE AEL ensuring compliance with grant/contract requirements.
3. On-Site Monitoring: DESE AEL regularly evaluates the quality of providers on-site each year based on a revolving schedule and risk assessment. The reviews ensure that local programs follow state and federal guidelines, performance measures are on target, program operations are efficient and instruction is effective.
    In addition to mentoring from experiences local program staff, on-site reviews include
    a. fiscal/program management and reporting;
    b. teacher certification and professional development requirements;
    c. data entry and management;
    d. student assessment procedures;

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e. student intake and orientation process;
f. teaching/classroom observation;
g. instruction;
h. recruitment and retention;
i. facilities;
j. local program policies; and
k. documentation and record retention requirements.

4. Corrective Action: If monitoring reveals areas of noncompliance or concern, the local service provider must submit a corrective action plan for approval by DESE AEL.

In addition to technical assistance provided through the review process, DESE AEL delivers high quality professional development to improve Missouri's adult education instruction. All of Missouri's AEL teachers must maintain certification which requires at least 20 hours of PD a year.

DESE AEL provides professional development that:

1. Incorporates essential components of reading instruction as it relates to adults.
2. Includes instruction related to the specific needs of the adult learner.
3. Supports instruction provided by volunteers and paid teachers within the adult education program.
4. Provides dissemination of information about models and promising practices related to such programs.

The PD Advisory Committee, comprised of AEL educators from programs throughout the state, works in cooperation with DESE AEL staff to establish professional development offerings. The committee provides leadership in the development of statewide PD based upon needs of the programs and is focused on improving instruction and programmatic practices. DESE AEL's PD program is designed to improve instruction (in accordance with local activities) in an effort to increase successful student outcomes; therefore, DESE AEL also uses performance measure data to identify PD needs and evaluate the success of offerings on adult instruction. Workshops are delivered face-to-face and virtually.

PD workshops focus on improving adult education instruction pursuant to local activities required under section 231(b). This includes training in such areas as reading instruction, math, writing, differentiated instruction, active instruction, effective teaching strategies, and program procedures/processes. To establish a strong foundation of instruction, all new teachers must attend specific workshops for beginning adult education teachers. Additionally, all teachers must attend a workshop on practical applications of CCRS in the adult classroom.

DESE AEL regularly monitors and evaluates professional development to ensure the quality of information presented, the effects of PD on student outcomes, and overall effectiveness of PD staff and programs. DESE AEL uses the following:

5. Summary evaluations completed by participants at all trainings to measure the effectiveness of the PD, learning objectives and whether additional training is needed.
6. Pre-/post-workshop activities for new teachers to measure whether learning objectives have been achieved and to determine whether continued training is needed.
7. Annual review of trainers may be conducted by DESE AEL.
8. Periodic reviews of programs to observe execution of strategies/processes and knowledge acquired through professional development training.
9. Collection of student data to determine profession development training impacts student outcomes.

Adult Education and Family Literacy Act Program Certifications

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States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

Adult Education and Family Literacy Act Program Assurances

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

Authorizing or Certifying Representative

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the

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awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

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

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

Missouri Department of Elementary and Secondary Education (DESE) ensures that no barriers exist that could impede equitable access or participation in the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis.

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Gender: DESE-AEL ensures that all genders have equal access to participate in AEFLA programs at the local level. DESE AEL works with local providers to ensure recruitment of all genders and validates this effort using enrollment data. This includes pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity.

National origin/race/color/religion/political affiliation/veteran status: Local providers serve participants from diverse cultures, ethnicities, and backgrounds. This includes individuals with limited English proficiency regardless of citizenship status. Monitoring, data analysis and narrative reporting from local providers ensure a continued commitment to recruit and serve eligible individuals from diverse populations (national origin, race, color, religion, veteran status or political affiliation or belief). All activities, program components and published materials must remain free of bias of national origin, race, color, religion, or political affiliation or belief.

Disability: Local providers must give program access and participation to all individuals regardless of mental or physical disability. All activities, program components and published materials must remain free of bias regarding disabilities. All providers make reasonable accommodations for students with disabilities to ensure their full and equitable participation in AEFLA activities. All entrances, restrooms, and offices are totally accessible to individuals with disabilities in order to ensure their equal access in AEFLA activities. DESE AEL validates accessibility of its programs for students with disabilities through monitoring and student data analysis.

Age: Local providers ensure program access and participation to all individuals regardless of age (for those age eligible). All activities and published materials are free of bias regarding age. DESE AEL using monitoring and enrollment data analysis to validate this.

DESE AEL ensures that local service providers' recruitment, intake, participation, and hiring practices are in compliance with GEPA. Local service providers ensure that AEFLA staff recruit all eligible participants and do not discriminate which is validated through data analysis.

All eligible individuals participate in intake which assesses the educational needs and goals while addressing questions about available services. The intake process is used to place eligible individuals in appropriate AEFLA and WIOA partner activities regardless of race, color, national origin, religion, political affiliation, veteran status gender, age, or disability.

All individuals must be able to participate in all AEFLA activities regardless race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency and regardless of citizenship status), age, disability, veteran status or political affiliation or belief.

Local service providers must be an equal opportunity employer. In adhering to this, providers will ensure equal opportunity hiring guidelines to guarantee equal access in employment to all who apply for a position using AEFLA funds.

Each grant cycle, DESE AEL requires all adult local service providers to submit a short description of their plan to, or how they currently are, meeting GEPA, Section 427, requirements. The provider must describe how the local program addresses barriers that are applicable to their program ensuring equitable access for students, teachers, and other program beneficiaries with special needs as required in Section 427 of GEPA. DESE AEL validates these efforts through on-site and data monitoring of local programs to ensure GEPA adherence. GEPA requirements are included in all grant competitions.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205

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Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Adult Education and Literacy Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

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- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	**FY 2021 Expected Level**	**FY 2021 Negotiated Level**	**FY 2022 Expected Level**	**FY 2022 Negotiated Level**
Employment (Second Quarter After Exit)	42.0%	42.0%	42.0%	42.0%
Employment (Fourth Quarter After Exit)	40.0%	40.0%	40.0%	40.0%
Median Earnings (Second Quarter After Exit)	$4,356	$4,356	$4,356	$4,356
Credential Attainment Rate	44.0%	44.0%	44.0%	44.0%
Measurable Skill Gains	62.0%	62.0%	62.0%	62.0%
Effectiveness in Serving Employers	Not Applicable 1	Not Applicable 1	Not Applicable 1	Not Applicable 1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-Specific Requirements for Vocational Rehabilitation (Combined or General)

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The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The State Rehabilitation Council (SRC) reviewed the Missouri Vocational Rehabilitation's (MVR) services portion of the Combined State Plan for the Title I and VI B programs. On behalf of the Council, Lori Pace, SRC chairperson, submitted the following comments and suggestions:

1. The SRC Planning Committee, acting for the SRC, had an opportunity to review and comment on MVR's services portion of the Combined State Plan. We are in support of your plan.

2. We approve of MVR's commitment to cooperating, collaborating and coordinating with other components of the statewide workforce development system is commendable. Improving partnerships and supporting individuals, including youth and students, with disabilities to obtain competitive integrated employment benefits everyone.

3. We support MVR's goals and priorities of increasing the number of participants receiving training services, increasing the number of students with disabilities accessing VR services, and strengthening relationships with employers. The SRC recommends that MVR work on strategies to assist them in reaching their goals and priorities and provide updates on its performance at future Council meetings.

4. The SRC appreciates MVR's efforts to keep categories open and eligible applicants in service. The SRC does recognize that rising costs and limited funding may necessitate the closing of categories and the institution of a moving waiting list for services. The SRC believes that any waiting list is undesirable and will result in more individuals becoming dependent on public assistance and increase the number of individuals who drop from the program before services are provided. The SRC will work with MVR on strategies to reduce or eliminate the waiting list and will ask for updates at the Council meetings.

5. The SRC recognizes the challenges MVR faced as a result of the coronavirus crisis. We commend MVR's rapid response to the difficulties imposed by the pandemic. The agency developed flexible strategies to ensure continued service delivery and adjusted its processes to accommodate stakeholders.

6. Recent retirements and resignations have impacted the number of staff with disabilities. The SRC encourages MVR to continue its efforts to recruit individuals with disabilities.

7. The SRC would like to acknowledge MVR's work on the performance accountability measures under section 116 of WIOA. We agree with the measurable skill gains rate negotiated with the Rehabilitation Services

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Administration and encourage your collaboration with partners to determine a performance indicator for effectiveness in serving employers.

8. The SRC shares with MVR a concern that accessing employment opportunities for individuals with disabilities can be challenging. SRC continues to support MVR's efforts to find solutions by encouraging innovation and job creation and focusing on high quality employment outcomes. MVR is expanding opportunities for employment outcomes through its pilot programs on customized employment and the pre-employment transition service of peer mentoring for youth and students with disabilities.

The SRC had opportunities in the past year to provide input on other important matters with your agency, such as goals, priorities, strategies, customer survey results and MVR's outcomes and performance data. The SRC provided recommendations on policy revisions and state rule changes. It collaborated with other disability-related councils and participated in and reviewed public hearings feedback. The Council continues to review hearing decisions and assess the need for hearing officer positions.

The SRC appreciates the opportunity to work with MVR on these matters of importance to individuals with disabilities in the state of Missouri.

2. The designated State unit's response to the Council's input and recommendations; and

Response to SRC recommendation 1: MVR is pleased that the SRC is in support of MVR's services portion of the Combined State Plan.

Response to SRC recommendation 2: MVR is pleased that the SRC recognizes our commitment to supporting WIOA initiatives and our desire to work with other components of the statewide workforce development system in improving competitive integrated employment opportunities for individuals, including youth and students, with disabilities.

Response to SRC recommendation 3: MVR appreciates the SRC's support of the program's goals and priorities. MVR agrees to comply with the SRC's recommendations to work on the goals and priorities and update the SRC at quarterly meetings about its performance.

Response to SRC recommendation 4: MVR agrees with the SRC that waiting lists are undesirable and have many negative effects on individuals with disabilities. It will continue to implement cost effective practices and conserve funds so that more individuals can receive services. MVR looks forward to working with the SRC on strategies to reduce or eliminate the waiting list and will provide updates at each Council meeting.

Response to SRC recommendation 5: MVR appreciates the SRC's recognition of its efforts to address the challenges that arose from the coronavirus crisis. MVR expanded its services to individuals with disabilities by adding remote and virtual service options. Staff realized the importance of maintaining client engagement when in-person meetings were not advisable. They quickly adapted to virtual service delivery ensuring clients continued to receive quality services.

Response to SRC recommendation 6: MVR agrees with the SRC that it should continue its efforts of hiring individuals with disabilities. It currently has several strategies to address this priority area and have additional plans to expand this recruitment through the work of the Diversity Team.

Response to SRC recommendations 7 and 8: MVR will work on negotiating the performance accountability measures under section 116 of WIOA. It will continue to work on increasing quality employment outcomes, developing and maintaining strong partnerships with other agencies and providing effective employment services.

MVR expresses its sincere thanks and appreciation for the excellent assistance from the SRC this year. The SRC has been extremely active and helpful with reviewing, analyzing and advising MVR on its performance. MVR looks forward to working with the SRC in the future to continue serving individuals with disabilities.

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3. The designated State unit's explanations for rejecting any of the Council's input or recommendations.

MVR did not reject any of the Council's input or recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

This agency has not requested a waiver of statewideness.

2. The designated State unit will approve each proposed service before it is put into effect; and

This agency has not requested a waiver of statewideness.

3. Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This agency has not requested a waiver of statewideness.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

Cooperation, Collaboration and Coordination

MVR has long-standing working relationships with partner agencies both inside and outside of the Missouri workforce system. The first part of this section focuses on those relationships and activities within the statewide workforce system. The second section describes MVR's cooperation, collaboration and coordination with multiple agencies and organizations.

Cooperation with the Statewide Workforce Development System

Workforce Development System services are provided through the Office of Workforce Development's (OWD) 14 workforce regions in Missouri. MVR is a key partner and works closely with the job centers to provide vocational rehabilitation services to eligible individuals with disabilities. MVR has appointed a state liaison to

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collaborate with OWD, and MVR staff serves as active members on all 14 local Workforce Development Boards (WDBs). MVR district supervisors participated in the development of Memoranda of Understanding (MOUs) with all 14 WDBs. These MOUs direct and explain how partners work together to deliver services to individuals with disabilities in the local community.

Through the MOUs with job centers, MVR is the primary referral source from job center partners for individuals with disabilities. MVR counselors visit various Missouri Job Centers (both full service sites and satellites) frequently to provide services to consumers in a timely fashion. MVR is available for technical assistance to job center staff regarding rehabilitation technology and accommodations in the workplace. MVR and OWD have collaborated by integrating MVR offices into each of the 14 workforce regions.

Both MVR and OWD are using Missouri Connections as a vocational guidance tool for their clients. Individuals can log into Missouri Connections when working with both MVR and OWD. This eliminates the duplication of clients' records and allows for more efficient and effective services for mutual clients.

A representative from OWD attends the Missouri State Rehabilitation Council and is part of the council's Planning Committee, which responsibilities include reviewing the state plan.

Public Institutions of Higher Education (IHE)

In collaboration with the Missouri Rehabilitation Services for the Blind (RSB), MVR has written cooperative agreements with all 34 public IHEs in Missouri. These agreements outline the responsibilities of each entity regarding the provision of services pursuant to the regulations specified in 34 CFR 361.53(d)(1).

Client Assistance Program (CAP)

MVR and CAP management staff meet on a quarterly basis to discuss important issues such as order of selection, new policies, best case practices, due process hearings and mediation, performance measures, joint training activities and public hearings. The CAP is a frequent participant and presenter at MVR-sponsored training sessions. The director of advocacy services with Missouri Protection and Advocacy Services, which CAP is a part of, is a governor-appointed member of the Missouri State Rehabilitation Council and sits on the council's Planning Committee, which reviews the state plan, and also on the Impartial Hearing Officer and Program Evaluation committees.

Missouri Department of Mental Health (DMH)

MVR has appointed a state liaison to collaborate with DMH and the governor's office in a variety of projects and activities. The Missouri Developmental Disabilities Council has active and cooperative participation with MVR, DMH, the governor's office and other agencies.

MVR has active participation in the following DMH programs:

- Division of Behavioral Health--Psychiatric Services State Advisory Council
- Division of Developmental Disabilities State Employment Leadership Network
- MVR/Division of Behavioral Health Individual Placement with Supports Evidence-Based Supported Employment Program implementation

MVR is partnering with DMH's Division of Developmental Disabilities, and other agencies, to develop a customized employment pilot program that promotes the specific abilities of individuals and meets employers' needs.

MVR is collaboratively funding Disability Benefits 101 with DMH's Division of Behavioral Health Services.

Missouri Rehabilitation Services for the Blind (RSB)

MVR and RSB have a cooperative agreement for serving individuals who are Deaf-blind. Individuals who meet the Helen Keller definition of Deaf-blind may receive services from both agencies. MVR and RSB staff

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participated in joint training to discuss the cooperative agreement and best case practices developed to outline coordination of services from both agencies. The cooperative agreement provides an opportunity for each agency to serve individuals with multiple disabilities by taking advantage of the skills and expertise within each agency, while at the same time, utilizing the resources of MVR and RSB to the best advantage.

Missouri Reentry Process

MVR participates in the Missouri Reentry Process, which encourages collaboration between state and local agencies to improve the transition of justice involved individuals leaving prison and returning to Missouri communities and work. State and local agencies include the Departments of Corrections, Mental Health, Revenue, Social Services, Economic Development, Public Safety, and Health and Senior Services; Elementary and Secondary Education; Missouri Board of Probation and Parole; and Office of the State Court Administrator. Local community representatives include law enforcement, the faith-based community, crime victims and service/treatment providers.

Centers for Independent Living (CILs)

There are 22 Independent Living Centers in Missouri. MVR and the CILs work together on a regular basis to routinely share referrals and provide services to mutual clientele. A number of CILs have MVR district staff as active board members.

MVR continues to collaborate with the Statewide Independent Living Council (SILC) and the CILs to provide direct services to individuals with disabilities. The state plan developed by SILC and the CILs details the tasks necessary to accomplish the delivery of independent living services that will assist consumers with disabilities to achieve their goals. MVR and SILC utilize an outcome-based measurement tool for CILs to determine consumer satisfaction.

Missouri Department of Elementary and Secondary Education (DESE) Office of Special Education, Missouri Sheltered Workshop Managers and the University of Missouri, College of Education

MVR works with DESE's Office of Special Education, Missouri sheltered workshop managers and the University of Missouri, College of Education, to comply with Section 511 of WIOA. This collaboration ensures that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment. The Office of Special Education provides funding and technical assistance along with regulations and guidelines for the establishment and operation of sheltered workshops. Missouri sheltered workshop managers partner with MVR to carry out the requirements of Section 511. MVR staff provides workshop employees with career counseling and information and referral to local geographic resources that offer employment-related services and support to reach competitive integrated employment. MVR has dedicated staff members to assist in the implementation of Section 511 activities.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

MVR and Missouri Assistive Technology (MoAT) have collaborated to develop a cooperative agreement to ensure maximum statewide utilization of services. By establishing a cooperative relationship, MVR and MoAT can increase rehabilitation technology services utilization and understanding by taking advantage of the expertise and knowledge within each agency. The agreement provides a plan for the coordination of services; for using the resources of the cooperating agencies to the best advantage; to provide information sharing, technical support and training; to facilitate the referral of potential eligible individuals between agencies; and to jointly serve eligible individuals in obtaining rehabilitation technology services. An MVR staff member is a representative on the MoAT Advisory Council.

3. Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

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MVR works closely with the U.S. Department of Agriculture-funded Agricultural Engineering Extension of the University of Missouri in the delivery of information and assistance for agricultural operators with disabilities.

MVR, the AgrAbility Project, housed within the University of Missouri, and the Brain Injury Association of Missouri have had a productive working relationship for more than ten years. The mutual goals of MVR and AgrAbility are a commitment of delivering vocational rehabilitation services, rehabilitation technology, information, education and a safe environment for farm operators with disabilities. Operating under an MOU, MVR and AgrAbility completed a fee-for-service plan for rehabilitation technology services.

MVR and AgrAbility staff set the following goals for future activities:

- Collaborate with the National AgrAbility Project on hosting joint training with partner agencies, MVR staff, community rehabilitation programs (CRPs) staff, consumers and AgrAbility staff.
- Participate in national conferences and forums on AgrAbility, MVR, and rehabilitation technology services for rural agricultural services for eligible individuals with disabilities.

4. Non-educational agencies serving out-of-school youth; and

MVR sponsors students with disabilities to participate in the Governor's Council on Disability Missouri Youth Leadership Forum that focuses on leadership, citizenship, social and career development skills.

CRPs work with out-of-school youth in providing job development and placement services along with skills training.

MVR cooperates with the CILs in providing services for adults and students with disabilities. It coordinated summer work experience projects with the CILs. The CIL Summer Pre-Employment Transition Services programs provided potentially VR-eligible students with disabilities access to job exploration activities, workplace readiness training and social support and self-advocacy, including peer mentoring.

5. State use contracting programs.

MVR does not participate in state-use contracting programs.

d. Coordination with Education Officials

Describe:

1. The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students

Transition services provide eligible students with disabilities the knowledge, skills and opportunities to make a successful transition to postsecondary education/training, independent living and competitive integrated employment based on their educational and career goals.

Pre-employment transition services (pre-ETS) are provided to individuals who are students with disabilities. A student with a disability as defined in Missouri is

- ages 16 through 21 and

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- eligible for and receiving special education or related services under an Individualized Education Program (IEP); or
- an individual with a disability for purposes of Section 504 (individual does not need to have a 504 plan to meet the definition requirements).

Pre-ETS may be provided to individuals as young as 14 years old if pre-ETS is determined necessary by the IEP team.

MVR, in collaboration with DESE's Office of Special Education and local education agencies, will provide or arrange for the provision of pre-employment transition services in the areas of job exploration counseling, work-based learning experiences, counseling on opportunities for post-secondary education/training, workplace readiness training, and self-advocacy, including peer mentoring, for all students in need of such services who are eligible or potentially eligible for VR services.

Each local MVR district office will also participate in pre-employment transition coordination with the local education agency to include attending IEP meetings when invited, using conference calls and video conferences, when necessary; working with local workforce development entities and employers to develop work opportunities for students with disabilities; coordinating pre-employment transition services with transition services provided in accordance with IDEA; and, when invited, attending person-centered planning meetings for youth receiving services under Title IX of the Social Security Act. To effectively coordinate these services, MVR:

- conducted statewide training to include guidance regarding IEP participation for all MVR staff that serve students in Missouri high schools;
- worked in partnership with the Parent Advocacy Coalition Educational Rights Center to develop a video introducing VR services that can be shown at IEP meetings;
- conducted cross training on services to youth with local job center staff and MVR staff in Kansas City and St. Louis, the two largest metropolitan areas of the state;
- invited special education personnel to train new MVR counselors on transition services within the IEP;
- provided cross training with local CILs to include information regarding benefits planning; and
- is currently working in collaboration with DMH's Division of Developmental Disabilities (DD) to provide cross training with MVR counselors and DD support coordinators regarding their respective services.

To deliver pre-employment transition services, MVR developed two summer programs, which include a six week paid summer work experience, one for VR eligible students with disabilities in partnership with CRPs and a program with CILs for students with disabilities who are eligible or potentially eligible for VR. MVR collaborated with businesses and school districts to provide services in these programs.

In addition, MVR is contracting with the University of Missouri (MU), College of Education, to provide assistance with the provision of pre-employment transition services. The University hired 43 transition specialists located across the state, who are certified teachers and can go into the classroom, to collaborate with local education agencies and MVR to provide pre-employment transition services to students with disabilities who are potentially eligible for VR services. Eight of the 43 provide pre-employment transition services in the Missouri Schools for the Severely Disabled.

MVR is also working with Wonderland Camp, an educational camp for children, teenagers and adults who have disabilities, to provide internship opportunities for both students and youth with disabilities. MVR sponsors students and youth with disabilities to participate in a week long Missouri Youth Leadership Forum, developed by the Governor's Council on Disability that focuses on leadership, citizenship, and social and career

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development skills. MVR funds deaf/hard of hearing students to attend the Rochester Institute of Technology for a pre-employment transition services camp.

MVR is utilizing its business outreach specialists to work with employers, MU transition specialists and local education agencies on creating work experiences for students with disabilities. This collaboration, known as Groundhog Job Shadow Month, occurs in February. And, MVR is collaborating with its WIOA partners in providing seamless, coordinated services to youth and students with disabilities.

MVR has a policy that outlines transition activities and services including the timely development and approval of an individualized plan for employment (IPE) for each eligible student prior to leaving high school. MVR will provide for the development of the IPE as early as possible during the transition planning process, but, at least, by the time the eligible student leaves the school setting. The IPE will include specific transition services or pre-employment transition services and supports needed for an eligible student with a disability or a youth with a disability, including youth with the most significant disabilities, to achieve an employment outcome or projected post-school employment outcome. An IPE is required to be developed in consideration of and coordination with the IEP of a student with a disability under IDEA or a student's Section 504 services. The IPE will be coordinated with the IEP and developed within 90 days from the date of eligibility determination and prior to a student with a disability exiting from high school.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The DESE Cooperative Agreement is a written agreement within DESE between MVR and the Offices of Special Education and College and Career Readiness as well as Rehabilitation Services for the Blind (RSB). The purpose of this agreement is to facilitate the coordination of transition services from school to postsecondary training and/or employment for individuals with disabilities who are enrolled in secondary education and are/or may be eligible to receive vocational rehabilitation services. This agreement addresses the following:

(A) consultation and technical assistance;

(B) transition planning to include pre-employment transition services, focusing on competitive integrated employment outcomes;

(C) roles and responsibilities and financial obligations;

(D) outreach and identification; and

(E) work-based learning experiences to include programs like Project Search.

The agreement also describes the coordination of efforts to satisfy documentation requirements regarding subminimum wage.

Collaboration may occur as a part of the Missouri Interagency Transition Team, described below.

Information may be provided regarding pre-employment transition services, MVR eligibility, and MVR transition services, as well as employment, the exploration of postsecondary training programs, and connections to community agencies/resources that may be appropriate for transition planning.

Information may be provided regarding collaboration with the local education agency (LEA) on work experience opportunities, such as internships, apprenticeships and employer-driven skills training.

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Individual consultation and technical assistance may also be provided by MVR during an IEP or 504 meeting, during a person-centered planning meeting, etc. Consultation and technical assistance may occur in person, by conference call, video conferencing or by some other agreed upon means.

Special Education Advisory Panel

DESE appointed an advisory panel for the purpose of providing policy guidance with respect to special education and related services for youth and students with disabilities in the state. The advisory panel is appointed by the commissioner of DESE and includes an MVR assistant director of transition and section 511 services. Other members include:

- parents of children with disabilities (ages birth through 26)
- individuals with disabilities
- teachers
- representatives of higher education institutions that prepare special education and related services personnel
- state and local education officials
- representatives of other state agencies involved in the purchase or delivery of related services
- administrators of programs for children with disabilities
- state agencies' representatives who provide services to children with disabilities including foster care and juvenile and adult corrections
- representatives of private schools and public charter schools
- vocational, community or business organizations

Missouri Connections

Missouri Connections is a web-based career exploration tool to assist Missourians in determining their career interests, explore employment opportunities, set up career plans and establish job search strategies and resources. Sponsored by DESE, Missouri Connections is free of charge to students, parents, guidance counselors, educators and jobseekers. Through Missouri Connections, OWD, Department of Higher Education, MVR and local school districts can utilize the same career planning tool with their clients/students. In addition to general career exploration/resource sharing, students/jobseekers may also develop a career portfolio by creating a unique username/password that will allow them to login and save information regarding their specific career interests, job search, resume, etc. Students/jobseekers who are receiving services through one or more of the above entities may also choose to share their login information thus eliminating the duplication of clients' records and allowing for more efficient and effective services for mutual clients.

Missouri Interagency Transition Team (MITT)

MITT was formed through the Office of Special Education and includes members representing state-level agencies, including MVR, across Missouri who have an interest in improving post-secondary outcomes for youth with disabilities. MITT meets to collaborate, break down service barriers, share resources, improve overall systems of service and improve data sharing among agencies. The team is in the process of developing interagency training.

The director of transition and section 511 services is on the MITT and works closely with other MVR management staff to disseminate information and provide technical assistance to improve transition services and outcomes in Missouri. Two full-time assistant directors of transition/section 511 services each have a territory and work directly with MVR staff to provide regional support and guidance and coordinate services.

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Missouri Parent Training Act and Information Center (MPACT)

MPACT is a statewide parent training and information center serving all disabilities. A representative of MVR's supervisory staff is an active member of the MPACT Board. In addition, a representative of MPACT is a member of the State Rehabilitation Council. MVR and MPACT collaborate on projects to assist students with disabilities to reach their full potential.

Project Search and Other Employer-Based Transition Training Programs

Project Search is a one-year, employer-led internship opportunity for VR eligible youth with cognitive/intellectual disabilities. It provides employability skills training and workplace internships for individuals with the most significant disabilities particularly students transitioning from high school to adult life. MVR is one of five required partners in the Project Search model. The other required partners are education, a CRP, a long-term provider (follow-along) and business. The first Project Search site was in St. Charles County and included a collaboration of St. Charles County school districts. In addition to the Project Search programs, MVR is partnering with the Kansas City Public School District, Park Hill School District, Liberty School District and St. Joseph School District to provide similar employer-based transition training programs prior to high school graduation for eligible students with most significant disabilities. MVR district offices and counselors that serve each of these schools serve on an executive management team. MVR has made a commitment to assist with referrals and partial funding for training for MVR eligible youth to participate in these programs. In addition, through the supported employment program model, MVR is also working in partnership with CRPs and school districts in Hannibal, Kansas City, and Columbia to provide services for youth with disabilities through their employer-led work experience programs.

B. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

MVR will provide for the development of the IPE as early as possible during the transition planning process, but, at least, by the time the eligible student leaves the school setting. The IPE will include specific transition services or pre-employment transition services and supports needed for an eligible student with a disability or a youth with a disability, including youth with the most significant disabilities, to achieve an employment outcome or projected post-school employment outcome. An IPE is required to be developed in consideration of and coordination with the IEP of a student with a disability under IDEA or a student's Section 504 services. The IPE will be developed within 90 days from the date of eligibility determination and prior to a student with a disability exiting from high school.

C. Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The Office of Special Education shall monitor school districts in their responsibility to allocate resources and provide transition services under IDEA to students with disabilities while they are still enrolled in the secondary school setting. The LEA is primarily responsible for providing transition-related services while youth are still enrolled in the secondary school setting. Nothing under WIOA or Title I of the Rehabilitation Act shall be construed as reducing an LEA's obligation under the IDEA to provide or pay for transition services that are also considered special education or related services and that are necessary for ensuring a free appropriate public education to children with disabilities.

It is the LEA's responsibility to allocate the resources to implement the services agreed upon in the IEP. If an outside agency fails to provide agreed upon services in the IEP, it is the LEA's responsibility to reconvene the IEP team to determine how these services might now be provided. The LEA is not responsible for providing and paying for those services that another agency agreed to, but failed to provide.

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In collaboration with the IEP team, the special education teacher's role in transition includes

- providing specific information regarding the individual's strengths, past achievements, and current progress in school;
- discussing and identifying courses which address the student's selected program of study and work experiences that might be beneficial given the individual's interests and identifying any strategies or accommodations/modifications to access the general curriculum;
- referring students with disabilities who may be potentially eligible for VR services, and are in need of those services, to the pre-employment transition specialist as identified in Section III. Transition Planning above; and
- linking students with disabilities and their families to appropriate postsecondary services, supports, adult services agencies or programs, such as MVR, prior to the student's graduation or exit from high school.

Vocational rehabilitation services are individualized and based upon the needs and employment goal of each eligible youth. Therefore, some services may only be provided during the final year of high school or after the individual graduates or exits the secondary school setting.

The LEA is primarily responsible for providing and paying for those services related to transition planning for educational purposes while the student is still in school. MVR is primarily responsible for the cost of transition planning for employment purposes. In some cases, MVR and the LEA share responsibilities for the provision of transition services, which sometimes requires sharing the financial responsibility of providing services within the parameters of both the Rehabilitation Act and IDEA

If there is a dispute between the student/client and the LEA regarding his/her IEP, the student will follow the process provided for in the LEA's school board adopted policy for this purpose. If there is a dispute between the student/client and MVR regarding his/her IPE, the student will follow the process provided for in MVR regulations and procedure.

Most MVR services are provided at no cost to the youth and the youth's family; however, payment for some MVR services is based on individual and family income/resources and the ability to pay for costs associated with a specific service. Comparable services may be used prior to the provision of transition services.

When a student with a disability is both in school and has an IPE with MVR, the cost of services necessary for both the student's education and for the student to become employed, will be delineated between the LEA in terms of what accommodation the student needs to complete his/her high school coursework and MVR in terms of what the student requires to attain employment per the student's IPE.

D. Procedures for outreach to and identification of students with disabilities who need transition services.

MVR counselors will provide outreach to and identification of students with disabilities who are in need of transition services. Students are not required to have an open case with MVR to participate in outreach activities.

MVR will inform education staff, students, and as appropriate, families, and other authorized representatives about pre-employment transition services and the general vocational rehabilitation program and may include at a minimum the following:

- Purpose of the vocational rehabilitation program
- MVR eligibility requirements
- Application procedures

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- Scope and services that may be provided to an eligible and a potentially eligible individual

Specific outreach activities may include, but are not limited to, attendance at IEP and transition planning meetings, area career fairs, back-to-school nights, group presentations, transition fairs, and other events where information about the vocational rehabilitation program may be shared.

A referral to MVR may be initiated by school district personnel, by youth self-referral, by a family member, or by other educational or community resource agency or organization. Referral to MVR should be based upon the youth's individual employment-related needs.

Outreach activities conducted by MVR should facilitate timely referrals. The vocational rehabilitation counselor will work with the LEA to develop a referral packet for students/families, and to identify application procedures that will enable the counselor to act quickly in obtaining written parent or guardian consent to meet with the student, open a case, and proceed with an eligibility determination.

e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

MVR enters into cooperative written agreements with nonprofit, private CRPs to provide services on a fee-for-service basis to individuals with disabilities. MVR does not own or operate any of the programs. The CRP must be accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) or other approved accreditation entities as specified in the agreement. All CRPs must agree to the provisions of and sign the cooperative agreement with MVR prior to providing services to MVR consumers. CRPs provide services which may include job development, supported employment, employment skills training, employment services and employment transition services for individuals with disabilities. All CRP programs emphasize community integrated competitive employment.

MVR district offices meet with local CRPs to outline joint activities assisting mutual consumers in reaching employment outcomes. MVR and CRP staff offer input on service delivery processes and develop action plans to improve those processes. Other collaborative activities involve joint training programs.

In 2021, MVR held four virtual CRP/MVR summits statewide. MVR staff and CRP direct services staff attended the meetings. The purpose of the summits was to enhance communication, promote partnering, share best practices, gather feedback and provide joint training. MVR and the Individual Placement Support (IPS) Services Team held several IPS summits.

Multiple ad hoc teams composed of MVR and CRP staff work together developing new ideas and designing processes to successfully support and implement those new ideas. A CRP-MVR team was created to assess service overlap between the Department of Mental Health's Division of Developmental Disabilities (DD) and CRPs. The team identified ways to braid services to pilot customized employment (CE) as a new service category in Missouri. In addition, this team mapped out a strategic training plan to include both on- and off-site technical assistance and recently implemented the first phase of this training with intentions to begin CE services in the near future. These activities actualize the MVR operating principle of continuously evaluating its processes.

The CRP-MVR team reviews and updates goals and priorities within the CRP-MVR agreement. Through collaborative efforts, MVR and CRP partners have strengthened the requirements for CRPs who want to provide Employment Services Plus in the areas of deaf/hard of hearing, brain injury, and/or autism spectrum disorder.

Collaboration and partnership continue to be cornerstones of the relationship between MVR and CRPs in Missouri and have created an environment of creativity and innovation. The CRP-MVR steering committee

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meets regularly to review progress on projects, service delivery and to discuss current and future issues warranting attention.

MVR fosters cooperation and partnership with the Department of Mental Health's Behavioral Health Division through a statewide collaborative, which is a steering team comprised of both agencies to direct the collaborative efforts to serve individuals with severe and persistent mental illness.

MVR has signed cooperative agreements with 31 nonprofit Community Mental Health Centers, which provide IPS services to MVR clients.

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

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

As indicated in section (e), MVR enters into cooperative written agreements with CRPs to provide services on a fee-for-service basis to individuals with disabilities, which includes youth with the most significant disabilities. Ad hoc teams composed of MVR and CRP staff worked together developing new ideas and designing processes to successfully support and implement those new ideas. The CRP-MVR steering committee meets regularly to improve services and outcomes for individuals with disabilities who are receiving supported employment services.

The CRPs provide SE services, which may include:

- job placement;
- job supports;
- job accommodations;
- workplace natural supports;
- facilitation of social inclusion in the workplace;
- provision of long-term, extended services support with the individual or employer a minimum of twice per month; and
- customized employment for individuals and employers.

As indicated in section (e), MVR has signed cooperative agreements with 31 nonprofit CMHCs to provide IPS services, as well as extended services, to MVR clients including youth with serious mental illnesses in several sites.

g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR Services; and

MVR continually reviews its strategies to develop new employer relationships and support businesses that employ individuals with disabilities. Some of its flexible strategies include increasing work-based learning opportunities, on-the-job training, internships, apprenticeships and customized employment. In addition, MVR

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works with employers to ensure they have resources for necessary workplace accommodations and rehabilitation technology.

MVR is reviewing its internal processes to work more effectively with employers and WIOA partners. MVR customizes its services to meet the needs of business. It has several employer projects underway. MVR is partnering with multiple employers to provide a work-based learning opportunity for individuals with disabilities. It is also working with various businesses to assist in their recruitment and interview process for applicants with disabilities. One tool being utilized with this purpose in mind is the Talent Acquisition Portal (TAP). TAP is a collaboration with businesses to assist them in finding candidates with disabilities and connecting them with available job openings.

MVR has built partnerships with most major healthcare systems in Missouri to assist individuals with disabilities connect with hospital job openings, job shadowing and conversations with human resource staff to help MVR clients explore job options.

For several years, MVR has collaborated with workforce partners, CRPs and other agencies to plan and market events to assist employers with their inclusion initiatives. Rather than traditional job fairs where jobseekers meet with employers, MVR clients have booths for employers to visit. They create displays to showcase their talents, skills and abilities. Held at various locations around the state, these events are popular with clients and employers and continue to grow in number.

Workforce Development Boards host annual inclusion events. MVR assists with the planning and participates at these events, which focus on providing employers with relevant information on the benefits of hiring individuals with disabilities. Presentations range from businesses sharing their successes on becoming more inclusive to individuals with disabilities sharing their employment journeys.

In order to meet business needs, MVR developed business outreach specialist positions that provide statewide coverage at local and state levels. Business outreach specialists work with labor market information to support both business and MVR staff needs. These specialists not only offer outreach to employers and businesses, they also work with WIOA partners to develop employment collaboratives creating a central point of contact among agencies. These collaboratives, known as NEXUS groups, are across the state. They focus on connecting candidates with barriers to employment to business partners through meetings, planned events and panel discussions.

MVR has representatives on regional WIOA business services teams. The teams work with local Chambers of Commerce, local educational agencies, local and state economic developers, regional planning commissions, human resource groups and other business organizations to determine employer needs in workforce regions across the state. MVR and the Office of Workforce Development have initiated an employer survey. Feedback is used to assess how to better serve businesses' needs.

MVR has statewide involvement with the Department Labor and WIOA partners regarding apprenticeship development. MVR is represented on the Missouri Apprenticeship Team with other partners ensuring it stays abreast of all apprenticeship opportunities statewide to connect MVR jobseekers to opportunities for competitive integrated employment. The agency actively markets the new apprenticeship portal, www.moapprenticeconnect.com, created by the Chamber of Commerce with the goal of making connections between apprentices and apprenticeships.

To align its priorities with the governor's priorities for apprenticeships and work-based learning opportunities, VR developed several apprenticeship pilot programs in collaboration with other agencies and funding sources. One of these pilots is Work Able Missouri, a partnership with the Department of Higher Education and Workforce Development. This program is designed to help connect individuals with disabilities with Registered Apprenticeships in southwest Missouri's hospitality sector. Participating apprentices will earn competitive wages and industry-recognized credentials as culinary assistants or grounds keeping professionals.

MVR is working with apprenticeship sponsor Abilities First Employment Services to connect candidates with jobs in areas including clerical, information technology, retail, culinary, environmental services, facilities

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management and material handling. MVR may provide short-term, individualized job coaching through Abilities First. Multiple clients participating in this pilot have obtained employment and started their apprenticeships. In the St. Louis area, multiple MVR clients have been selected for or completed a certified nursing assistant registered apprenticeship program that is a partnership between St. Louis Training and Applied Technology Services (A Division of Special School District), the Department of Labor, Missouri Job Centers and employers.

MVR is actively involved with the Council of State Administrators of Vocational Rehabilitation's National Employment Team (NET). This team represents a national network to connect businesses with a footprint in multiple states. It provides MVR with the opportunity to share with and learn from other public vocational rehabilitation agencies.

MVR utilizes the expertise of each State Rehabilitation Council member, which includes individuals typically associated with employers such as professionals from CRPs, CILs, workforce development, business, industry and labor. The council representatives provide valuable input on working with employers to increase competitive integrated employment and career exploration opportunities.

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

MVR is utilizing its business outreach specialists to work with employers on providing paid and unpaid work experiences for youth and students with disabilities. It has been coordinating with employers, school districts, CRPs and CILs to provide summer work experience programs. During 2021, 34 CRPs and 891 VR-eligible students participated in summer work experiences, and nine CILs worked with 58 potentially VR-eligible students. The business outreach specialists work with employers, MU transition specialists and local education agencies on creating work experiences for students with disabilities. This collaboration, known as Groundhog Job Shadow Month, occurs in February. MVR is working with Wonderland Camp on an internship program. MVR continues to collaborate with its WIOA partners in providing seamless, coordinated services to youth and students with disabilities.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

MVR has an MOU with the Missouri State Medicaid Authority, Missouri Department of Social Services MOHealthNet Division, which considers the requirements of WIOA. This includes coordination of employment activities with the Missouri Department of Mental Health (DMH) Division of Behavioral Health (BH) and Division of Developmental Disabilities (DD), which serve individuals with mental illness, substance use disorders and intellectual disabilities provided under the Medicaid state plan and waivers.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

MVR has an MOU with DMH, the state agency responsible for providing services for individuals with developmental disabilities and mental health services, which covers DMH's BH and DD divisions. The agreement outlines the collaboration on existing services, alignment of funding sources, information and data sharing, referrals and on-going development of services.

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DMH's BH and MVR work together to increase access to evidence-based supported employment, also known as Individual Placement and Support (IPS), for adults with serious mental illnesses who are interested in improving their work lives. Missouri has 31 Community Mental Health/Treatment Centers (CMHCs) participating in this implementation collaborative. Ongoing technical assistance and fidelity reviews to the evidence-based practice are provided by a state trainer and a team consisting of MVR and DMH employees. The partnership between DMH and MVR includes a training format, offered to interested CMHCs statewide, on adopting IPS and on improving existing employment activities within treatment services. DMH and MVR implemented IPS for youth with serious mental illnesses in several sites.

MVR is partnering with DMH's DD division, and other agencies, to develop a customized employment pilot program that promotes the specific abilities of individuals with disabilities and meets employers' needs.

Additional partnering activities include the sponsoring of an employment summit with the Missouri Coalition for Community Behavioral Healthcare to facilitate clinical integration of behavioral health and community employment efforts and MVR's and DMH BH's co-funding of the customized Missouri benefits planning website DB101.

MVR has appointed a state liaison to collaborate with DMH and the governor's office in a variety of projects and activities. MVR has active participation in many of DMH programs.

3. The State agency responsible for providing mental health services.

See Section (h)(2).

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. System on Personnel and Personnel Development

A. Qualified Personnel Needs

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

MVR developed a system of collecting and analyzing data annually to determine qualified personnel needs. The following information describes the data system utilized in determining personnel/personnel development; recruitment, preparation and retention of qualified personnel; standards; requirements for vocational rehabilitation counselor (VRC) positions; staff development activities; personnel to address individual communication needs; performance evaluation system; and coordination with personnel development under the Individuals with Disabilities Education Act (IDEA).

To assist in determining the number of personnel employed to deliver VR services in relation to the number of individuals served, MVR annually reviews data from its case management system. This information includes the average daily census of individuals served and the number of new applications, individualized plans for employment, successful employment outcomes and cases closed without a successful employment outcome. MVR's human resource section tracks the number of employees and their personnel categories.

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The VRCs, district supervisory positions and clerical staff are directly involved in providing services for individuals with disabilities (8 supervisors and assistant supervisors have a partial caseload). The number of individuals who had an open file with MVR as of June 30, 2021 was 11,848. The average number of cases per VRC is approximately 86 per counselor.

MVR's management team reviews each vacancy to determine if the position should be filled, relocated or reclassified to a counselor position (if the position was a different one) based upon factors such as current need and expected population growth. On a regular basis, MVR's goal is to continually evaluate caseload sizes, office workload and staffing to maximize efficiency.

MVR consists of the following sections: Disability Determination, Independent Living, Veterans Education, and Vocational Rehabilitation (VR). There are approximately 668 full-time employees in all three sections. This report will focus on the VR section. As of June 30, 2021, the breakdown of the MVR Client Services section needed for service delivery is as follows:

138 Vocational Rehabilitation Counselors

8 Assistant Supervisors

25 District Supervisors

63 Clerical Support Staff Positions

Administrative Staff:

1 Assistant Commissioner

5 Coordinators

5 Managers

6 Regional Managers

14 Directors (three are shared with all sections of MVR)

1 Human Resource Manager (shared with all sections of MVR)

20 Assistant Directors (3 have partial caseloads)

1 Supervisor

1 Senior HR Analyst

3 Quality Assurance Specialists

1 Senior Accounting Specialist

1 Executive Assistant

5 Program Specialists

1 General Services Specialist

5 Business Specialists

ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

See Section (i)(1)(A)(i).

iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the

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number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

MVR anticipates approximately 20 VRCs per year will be needed to fill the vacancies from retirements, resignations, terminations, etc. The total number of VRCs needed for a five-year period is approximately 100. MVR estimates that 10 assistant supervisors, 10 district supervisors, 40 clerical support staff and 25 administrative staff may be needed over the next five years to fill vacancies due to turnover and retirements.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

There is one graduate rehabilitation counselor training program in Missouri. Maryville University in St. Louis, a private institution, offers a master's level degree program in rehabilitation counseling. Graduates of this program are ready to take the Certified Rehabilitation Counselor (CRC) certification test and the Licensed Professional Counselor (LPC) test upon graduation. Maryville University began offering a new program with a master's degree in rehabilitation counseling in September 1999. The program will have approximately 38 students enrolled in the fall 2021 semester, and 15-18 students are expected to graduate from Maryville University by summer 2022. MVR will continue to work closely with Maryville University to recruit and hire potential graduates of the program.

MVR is also working with other graduate counseling programs in Missouri and offers practicum and internship opportunities.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

See Section (i)(1)(B)(i).

iii. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

See Section (i)(1)(B)(i).

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

MVR works actively in recruiting new counselors with master's degrees in rehabilitation counseling or other related areas. As mentioned above, Missouri has one graduate level rehabilitation counseling program that, at this time, is not sufficient to produce the number of qualified rehabilitation professionals needed by MVR in all areas of the state. Even though graduate enrollment is high at Maryville University, many of the students are not willing to relocate from the St. Louis area. To address this issue, job announcements are sent to other

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postsecondary institutions that have rehabilitation counseling programs such as Southern Illinois University-Carbondale, Emporia State University, University of Arkansas, and Missouri universities that offer graduate-level counseling, social work and/or psychology programs.

MVR advertises all openings with the mocareers.mo.gov web page and lists all openings on the agency's website. Additionally, MVR advertises all openings on multiple online job search sites, including Indeed.com, Simply Hired, LinkedIn and US Jobs among others.

MVR sends all job announcements to its state's historically black college, Lincoln University-Jefferson City, Missouri; as well as other historically black colleges such as Southern University-Baton Rouge, Louisiana; Langston University-Langston Oklahoma; and Mississippi State-Starkville, Mississippi.

MVR utilizes a diversity consultant to assist with ongoing staff development activities and outreach to underserved populations around the state. The consultant and the MVR Diversity Team work with MVR staff. The diversity consultant presents training sessions every two years for all staff in each of MVR's 25 offices and training to new counselors. The Diversity, Equity and Inclusion Team, a subcommittee of the MVR Diversity Team, is developing a diversity and inclusion recruitment plan for the agency.

As of June 30, 2021, approximately 15% of all professional staff and 35% of support staff with MVR were persons from diverse backgrounds. MVR also actively recruits individuals with disabilities. District supervisors and VRCs in MVR district offices receive all VRC job notices. Other disability organizations, including CILs and CRPs, are consulted about recruiting persons with disabilities. Approximately 17% of all professional staff and 7% of support staff with MVR were persons with disabilities.

MVR continues to offer non-paid as well as paid graduate internships for potential employees. MVR also considers candidates who have completed their necessary coursework and need to complete their internship requirement for open positions with the agency. During PY 2020, MVR provided three students with an unpaid practicum and internship experiences to enable the students to complete graduate coursework. MVR was also open to job shadowing.

MVR is involved in a variety of activities to recruit and retain qualified rehabilitation personnel. Recruitment efforts are focused in part on maintaining good relationships with colleges and universities that offer degrees that meet state rule. MVR has a close working relationship with the graduate rehabilitation counselor program at Maryville University. MVR staff attends career fairs, serves as guest speakers, and makes regular contacts and visits to recruit students from the above master's level rehabilitation program. MVR representatives sit on the advisory board at Maryville. Staff development needs and important future training/recruiting issues are discussed at these advisory meetings.

MVR provides a career ladder for counselors rewarding their success and tenure. MVR has a succession plan team that is working on recruitment plans and ideas to retain qualified personnel. Leadership development and capacity building is encouraged statewide through optional training, the Emerging Leaders program, tuition reimbursement, team membership, guidance from MVR's leadership director and other activities. MVR encourages each staff member to view themselves as a leader in their current role.

The MVR team encouraged distribution of "Becoming a Counselor" brochure for potential VRCs, and new VRCs received a welcome letter after they were hired.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable

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requirements that apply to the profession or discipline in which such personnel are providing VR services; and

MVR acknowledges the state code: 5 CSR 20-500.140 is the standard in Missouri for the highest degree required for VRCs.

The State of Missouri requires that a qualified VR counselor must have the following minimum qualifications:

- a master's degree from an accredited college or university in rehabilitation counseling, guidance and counseling, psychology, social work, or closely related field; and
- fluency in American Sign Language or other appropriate mode of communication if the counselor provides services to individuals who are deaf or hard of hearing.

For individuals whose master's degree is not one of the above areas, MVR requires them to complete a certificate program in rehabilitation counseling.

Of the 138 VRCs currently employed with MVR, there are 125 employees who meet the educational requirements for CFR361.18 and RSMo 337. There are 23 employees who are currently working on a master's degree/certificate program or awaiting approval to begin a program. MVR asks employees to wait at least 11 months prior to beginning their education programs to allow for adequate time to learn the initial duties of the position. MVR has found a higher success rate in performance and education using this methodology.

MVR continues to prioritize the CSPD funding of the above-mentioned VRCs who are involved in university coursework, certification (CRC) and licensure (LPC). MVR is committed to ensuring that VRCs' tuition, fees and books are funded to obtain necessary coursework to meet the above requirements.

The human resource manager (HRM) for MVR develops an individualized plan with each newly hired staff member to identify/evaluate specific staff development needs, required courses, available resources and timelines necessary to achieve the standards in RSMo 337 or the appropriate CRC requirement. The HRM also monitors each staff development plan to ensure that all objectives are met. As necessary, the HRM consults with the state licensing boards and CRC officials. All staff is required to submit updated transcripts to the HRM to ensure compliance with the objectives of the standards.

The above plan is non-discriminatory and encourages the retraining and recruitment of persons with disabilities and from diverse backgrounds.

Annually MVR reviews the performance for rehabilitation staff to determine if they are consistent with the actual job functions, agency values and the Rehabilitation Act mandates. During PY 2020, MVR transitioned from its paper performance evaluation to an electronic evaluation used by all Missouri state agencies. This evaluation is performed quarterly and provides rehabilitation staff with timely feedback on performance and professional development. MVR has a team actively working through the transition to align the evaluation with MVR's mission, vision and professional development goals.

B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

MVR continuously evaluates its hiring and training processes to ensure that staff has the education and experience necessary to provide a 21st century understanding of the evolving labor force and needs of individuals with disabilities. As mentioned earlier, MVR uses the state code: 5 CSR 20-500.140 as the standard in Missouri for the highest degree required for VRCs. This basic educational requirement is enhanced with ongoing training for new and experienced counselors focusing on business development/engagement and effective service delivery to individuals with disabilities.

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Many newly hired VRCs have had experience working with a CRP partner providing direct employment services to individuals with disabilities. Other new VRCs have previous work experience with an independent living center, job center or a community mental health agency, education settings or social service agencies. Paid or unpaid work experience in helping individuals with disabilities obtain and maintain employment is considered valuable prior work experience.

MVR has a comprehensive professional development system that ensures that its personnel have an understanding of the medical and psychosocial aspects of a variety of disabilities. MVR endeavors to hire counselors who meet the state code: 5 CSR 20-500.140 and prior experience working with individuals with disabilities. MVR augments that with professional development opportunities by providing training focused on specific disabilities. Additionally, MVR sends counselors to conferences that focus on specific disabilities such as the Missouri Brain Injury Association Conference. MVR has statewide and regional specialists that have had extensive training and experience in their area of expertise, e.g., business specialists, mental health, autism, rehabilitation technology, AgrAbility, benefits planning, brain injury, hearing impairments, vision impairments, learning disabilities and self-employment. These specialists are available to provide direct assistance to clients as well as consultation with counselors. All VRCs, regardless of their tenure, have the opportunity to work with a mentor who has expertise and experience in an area that is of interest to them.

MVR's clients have repeatedly expressed the value of having a high quality rehabilitation counselor in reaching their employment goals. This input is gained through customer satisfaction surveys, individual letters and public hearings. In order to help VRCs assess their client's skills and abilities to obtain and retain employment, MVR has stressed the value of counseling skills. VRCs are encouraged to have a "tool bag" of skills. Primary in this tool bag is the ability to hear and understand clients' goals, provide informed choice and address the specific barriers to successful employment. All professional MVR staff is trained in Motivational Interviewing (MI), an evidence-based practice, which helps clients and VRCs have constructive conversations that identifies their values and goals resulting in an individualized plan to reach their employment goal. Using MI, VRCs and clients identify clients' skills and abilities, the supports that they need to reach their goals, plan for setbacks and challenges, and how successful employment will affect their lives.

MVR has a multi-pronged approach to assist staff with modifying environmental and attitudinal barriers that clients face. Group training and individual assistance is provided to new and existing staff to effectively learn and perform their position. As mentioned earlier, MVR places a high value on the counseling skills of staff. All professional staff and many support staff have received four days of MI training. On-going MI training is available for all staff. MVR offers case management training to new VRCs within the first six months of their employment. New VRCs are also trained to learn to advocate and understand environmental and attitudinal barriers clients face. All counselors are encouraged to maximize resources by knowing and forming relationships with the varied resources in their territories. Many times these resources can provide assistance with environmental and attitudinal barriers. MVR recognizes the value of group trainings but also provides individual assistance to counselors through mentoring and coaching experiences.

Advances in rehabilitation technology are creating opportunities for clients. MVR has statewide and regional specialists who offer expertise in this area. These specialists provide individual consultation and also help staff remain up-to-date with regional trainings. Additionally, MVR utilizes Missouri Assistive Technology for consultation and training purposes.

MVR has been providing additional resources in developing effective relationships with employers in both the public and private sectors. MVR has a team of individuals whose primary responsibility is working with employers and assisting in connecting clients with potential employment. Additionally, all staff is trained and encouraged to develop relationships with businesses. MVR considers employers its partners and works toward helping them address their staffing needs.

MVR looks to the Missouri Economic Research and Information Center (MERIC) for local employment dynamics and labor market information. Job development and placement efforts utilize local level data to assist clients in making informed choices regarding their career goals, considering wages, turnover rates, current vacancies

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and areas of job creation. MERIC has provided training to MVR staff to aid them in using their website with clients.

4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

MVR has a comprehensive program for in-service training and staff development for all positions. Staff at all levels will attend training in cultural diversity, sexual harassment prevention and customer service. Each new MVR employee completes a hiring checklist process for orientation with his or her supervisor. All new counselors attend New Counselor Training consisting of five monthly sessions, which include orientation, case process, VR services, case and time management, and transition. New counselors also receive training through a Counselor Training Guide and on-the-job training with a supervisor. New administrative staff receive training through the Administrative Training Guide and on-the-job training with a supervisor. Supervisory staff and upper management personnel are required to attend training in leadership, supervision, hiring, interviewing and other training offered through the state or other private sources. MVR is invested in its leadership training program for supervisors and emerging MVR leaders. Many MVR employees have graduated from, and some are currently participating in, the National Rehabilitation Leadership Institute. MVR utilizes an internal training consultant who assists in leadership training.

All new counselor and paraprofessional staff, together with their district supervisor, completes the New Counselor Training Manual or New Administrative Staff Training Manual, which assists in the development and understanding of the rehabilitation field and the agency's goals, priorities and responsibilities in serving individuals with disabilities under the federal/state VR program. MVR gathers ad hoc teams to address and evaluate specific staff development needs including topics such as leadership development, training manuals, training evaluations, new counselor orientations, and MI.

In collaboration with Maryville University, MVR developed the Regional Rehabilitation Leadership Academy. This is an annual intra-regional project with the goals of networking, increasing employee engagement, developing leadership skills, and identifying and developing leadership strengths. It was developed as the result of an identified need for supervisor training. Supervisors and employees aspiring to be supervisors from Missouri and three other states are program participants. Rehabilitation Services for the Blind is involved in curriculum planning and sends participants.

In addition to New Employee Orientation, new counseling staff receives training specific to vocational counseling/career development, job development/job placement, vocational services, and case management techniques from MVR staff.

MVR supports staff attendance on an annual basis to the Power Up Conference, which promotes the use and understanding of assistive technology and rehabilitation technology services and resources across the state. This conference is sponsored by the Missouri Assistive Technology Project (MoAT). MVR convenes an ad hoc assistive technology team when necessary, which assists the agency in staff development activities for assistive technology.

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MVR has an assistant director of independent living/rehabilitation technology and an assistant director of deaf and hard of hearing/assistive technology. These staff specialize in assistive technology related to independent living and deaf/HH services. They interact with MoAT and CILs across the state. They attend assistive technology services training and provide resources and information when appropriate to MVR staff. An MVR staff member is a representative on the MoAT Advisory Council.

MVR supports staff attendance at the National AgrAbility Conference. Additionally, statewide training has been provided on services and technology supports for agricultural careers.

Staff attend the Missouri Reentry Conference, which highlights best practices of state agencies and business/community/faith-based organizations serving justice-involved individuals. MVR participates in the Missouri Reentry Process.

MVR staff attend the annual Missouri and Illinois Behavioral Health Conference sponsored by the Missouri Coalition for Community Behavioral Healthcare. The coalition represents Missouri's not-for-profit community mental health centers, which participate in the implementation of Individual Placement and Support services in collaboration with MVR and the Department of Mental Health's Behavioral Health division.

Staff development needs are established in a number of ways. A survey of training needs is administered annually to all counseling and paraprofessional staff to ascertain the needs and interests of all MVR staff. Other methods to determine staff development needs are quality assurance reviews, evaluation of consumer satisfaction surveys, and feedback and recommendations from the State Rehabilitation Council.

Results of the training needs survey are shared with members of the administrative team and regional managers. MVR works to provide training in a variety of ways to accommodate staff needs. Staff members regularly participate in both in-person, virtual/remote, and web-based trainings.

The nature and scope of the staff development program is tied to MVR's overall goals and priorities. MVR is committed to improving staff competencies to ensure that the Rehabilitation Act, as amended, will be fully implemented and the philosophy embraced. MVR training supports the goals and priorities that have been established in the comprehensive statewide needs assessment.

B. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

MVR continues to participate and has collaborative relationships with research programs and partner agencies.

Other training areas, which MVR frequently sponsors or staff participate in are

- Motivational Interviewing
- Legal and ethical issues in rehabilitation
- Medical and psychological aspects of disability
- Autism spectrum disorders
- Learning disabilities and attention deficit disorder
- Vocational counseling/assessment
- Americans with Disabilities Act
- Informed choice
- Social Security work incentive programs, including Ticket to Work

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- Sexual harassment prevention
- Cultural diversity
- Job development/job placement/supported employment
- Transition from school to work and Individuals with Disabilities Education Act (IDEA issues)
- Workforce Innovation and Opportunity Act and the amendments to the Rehabilitation Act of 1973
- Rehabilitation technology
- Missouri Rehabilitation Association annual conference
- Leadership training
- Deaf/HH for counselors working with this population
- Individual training requests pertinent to the field of rehabilitation
- Attendance at conferences/workshops related to MVR (e.g., traumatic brain Injury, APSE-MO, Power Up, rehabilitation technology)

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

MVR employs seven vocational rehabilitation counselors for the deaf (RCDs), located throughout Missouri, who are skilled in manual communication for the deaf/HH. Biannually, they gather for training to discuss services and to receive training on deaf/HH topics. MVR employs an assistant director of deaf and hard of hearing who plans and organizes training. Five of the RCDs are deaf or hard of hearing. Each have met CSPD requirements. MVR has additional counselors who have received specialized training on hearing loss to assist in serving deaf/HH clients.

MVR utilize various forms of technology to communicate directly with clients and staff that are deaf/hard of hearing including videophones, email and texting as well as communication apps.

Any approved CRP has qualified staff, or they provide language accommodations or interpreters, to deliver Employment Services Plus to deaf/hard of hearing clients.

Applicants and eligible individuals who have limited English-speaking skills are provided interpreters funded by MVR. All brochures are translated into Spanish so that individuals and families who speak Spanish have access to information in their native language. At this time, MVR has an assistant district supervisor who is fluent in Spanish in Cape Girardeau. This counselor has assisted with staff development and Hispanic liaison activities. MVR also has staff bilingual in Chinese and Vietnamese. The state has a contract with an over-the-telephone foreign language interpretation service, which MVR has utilized upon occasion for translation.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

MVR works closely with the Office of Special Education and school districts to coordinate staff development activities and services for students with disabilities.

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Throughout the year, MVR staff and special education personnel from both the state and local levels focused on participation in special education transition-related trainings/professional development activities. Examples of these activities include attendance and presentations at the DESE Transition Summer Institute, Missouri Council of Administrators of Special Education and Missouri Parents Act's (MPACT) Tools for Life Transition Summit. MVR coordinates opportunities for representatives providing pre-employment transition services to be a part of training and professional development activities. MVR hosted Transition Kickoff events for VRCs and special education teachers around the state. The events were originally held in Kansas City and Springfield and are now being replicated statewide.

The Cooperative Work Experience Program (COOP) agreement is an interagency state and local program between the Department of Elementary and Secondary Education (Special Education, MVR and Career Education); Rehabilitation Services for the Blind (RSB); and local school districts in the state of Missouri. The agreement is embedded in the state transition MOU and is available for all school districts. The purpose is to facilitate the coordination of transition services from school to post-secondary training and/or employment for students with disabilities who participate in special education programs and are eligible to receive vocational rehabilitation services. The MOU outlines roles and responsibilities among participating agencies and school districts in the development of off-campus work experience programs. Through these programs, students with disabilities who are receiving services through an IEP can earn high school credit in accordance with Missouri high school graduation requirements for the number of hours they work in a paid competitive, integrated employment setting. Additionally, MVR continues to work collaboratively with providers and local school districts to meet transition needs of students.

MVR, the Office of Special Education, school personnel and CRP staff are involved in partnership activities, joint training and technical assistance activities. Two assistant directors of transition and section 511 services is a member of the Missouri Interagency Transition Team and an active member of the state's Special Education Advisory Panel. An MVR staff member familiar with transition services is an active member of the MPACT Board.

State Rehabilitation Council: The State Rehabilitation Council reviews and comments on the development of the CSPD plan and related policies.

j. Statewide Assessment

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. With the most significant disabilities, including their need for supported employment services;

MVR and the State Rehabilitation Council (SRC) jointly conduct a comprehensive, statewide assessment of the rehabilitation needs of Missourians with disabilities, annually over a three-year period. MVR will be submitting the results of the needs assessment to the Rehabilitation Services Administration during the four-year combined state plan cycle, two-year modification cycle or anytime circumstances require a modification in accordance with 20 CFR § 676.145. This section pertains to the first of a three-year statewide assessment period and illustrates all areas of need. The conclusions and recommendations of these assessments are incorporated into MVR's goals and priorities for the purpose of improving services to individuals with disabilities.

MVR uses a mixed methods approach to collect, in aggregate, qualitative and quantitative information on the rehabilitation needs of Missouri individuals with disabilities. Information resources include:

a. Consumer Satisfaction Surveys

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MVR routinely surveys a random sample of clients throughout various stages of open cases and case closures to obtain feedback on MVR services and to determine how to better serve the needs of individuals with disabilities.

b. Public Hearings

Annually, MVR conducts public hearings throughout the state to obtain input on the state plan, its key goals and priorities, plan changes and any other topic related to MVR services. In 2021, MVR and the SRC jointly held virtual public hearings statewide.

c. Input from the State Rehabilitation Council

During quarterly and ad hoc committee meetings, the SRC provides input to MVR on the rehabilitation needs of individuals with disabilities.

d. Strategic Teams

MVR utilizes both ad hoc and on-going teams, such as the CRP-MVR Steering Committee Team, Transition Team, and Cultural Diversity Team, to gather data from its partners, school districts and underserved individuals with disabilities.

e. Analysis of Performance Measures and Program Data

On a quarterly basis, MVR management reviews data to ensure the program is meeting its goals. The SRC annually reviews and analyzes this information with MVR and receives quarterly program updates.

f. In 2021, MVR used an online questionnaire to survey its staff on the rehabilitation needs of Missourians with disabilities, including students and youth with disabilities. The MVR Diversity Team reviews the results of the survey in order to make recommendations to administration on how to best utilize the feedback. MVR also reviews information from its annual training needs assessment to determine unmet needs of individuals with disabilities.

g. In 2019, MVR leadership visited all VR district offices and Centers for Independent Living to gather input on the needs of clients and individuals with disabilities.

Additional resources include:

- quality assurance case reviews
- quarterly reviews of case management data
- census data annually or as data is available
- data from the American Community Survey and U.S. Census Bureau
- data from other state and federal agencies
- data from state and community boards and commissions
- information obtained during WIOA partner team meetings
- due process hearings and mediations--annually MVR analyzes feedback from hearings
- literature reviews

Feedback from the public hearings cited that a lack of transportation was a barrier to services. MVR continually reviews this issue for possible resolutions. Offices work with local transportation providers such as OATS and Centers for Independent Living. One of the MVR district offices has a special arrangement with its local public transit agency where the office can order bus passes and provide them directly to clients. Housing, homelessness and affordable childcare were also mentioned.

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The following is a summary of the comprehensive statewide assessment results in response to the rehabilitation needs of individuals with disabilities in Missouri, particularly the VR service needs of:

(A) individuals with the most significant disabilities (MSD) including their need for supported employment (SE) services

Based on MVR data from the last three years, the projected number of eligible individuals with MSD who will receive MVR services during the state plan period will be approximately 15,000 to 15,300. Of that estimate, approximately 4,500 to 4,550 individuals will need SE services.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of the MSD:

- SE Services -- The nature of the service itself requires an individualized approach based on the needs of an eligible individual. SE services are ongoing support services, including customized employment, and other appropriate services needed to support an individual with a most significant disability to achieve and maintain competitive integrated employment. SE services include customized employment and IPS. Services are provided by CRPs. MVR can provide up to 24 months of community-based job training.
- Assistive Technology and Rehabilitation Engineering Services -- Services include assessment and recommendations for accommodations, assistive devices and rehabilitation technology necessary to improve the quality of work and/or increase work productivity. Services are usually provided over a four-week period by accredited CRPs and qualified rehabilitation engineers.
- Self-Employment Services -- Individuals with MSD will need assistance in setting up approved business plans for self-employment. These services may include required business equipment, various supplies, rental fees or start-up costs for the plan. Services will be provided by MVR counselors and business consultants as needed.

B. Who are minorities;

(B & C) individuals with disabilities who are minorities and individuals who have been unserved or underserved by the VR program

An analysis of the comprehensive statewide needs assessment revealed that other than individuals on a waiting list, there are no populations in Missouri that are unserved. MVR counselors refer any individuals on a waiting list to appropriate federal and state programs, including other components of the statewide workforce development system to assist with employment, housing, food and clothing needs.

The needs assessment identified underserved individuals with disabilities as minority populations of Hispanics and African-Americans, individuals with autism spectrum disorders (ASD), and individuals with traumatic brain injury (TBI).

Hispanic Population:

Based on MVR data, the projected number of eligible individuals with disabilities who are Hispanic that will annually receive MVR services for PY 2022–2023 will be approximately 254. After analyzing data from the U.S. Census Bureau and the American Community Survey, MVR feels these individuals are significantly underserved when compared to the total number of Hispanics with disabilities in Missouri.

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of Missouri's Hispanic population with disabilities:

- Interpreter Services -- These services depend upon the specific needs of clients and are provided by MVR's bilingual MVR staff and state-contracted interpreters. The duration of interpreter services mirrors the length of other services.

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- Translated Brochures – MVR has Spanish-translated brochures available its website.
- Job Placement Services – These services involve specialists who identify and cultivate job placement possibilities in the community. These services offer short-term follow-up support and can last between three and nine months. MVR counselors and CRPs provide job placement services.
- SE Services (see description above)
- Assistive Technology and Rehabilitation Engineering Services (see description above) -- In addition, MVR has a diversity consultant who provides cultural diversity training to all MVR staff. The consultant delivers training specific to each office's population area and assists with developing office plans to address diversity.

African-American Population:

Based on MVR data, the projected number of eligible individuals with disabilities that are African-American who will annually receive MVR services for PY 2022–2023 will be approximately 1,242. MVR data reveals that, as a percentage, there are fewer Caucasians dropping from services than African-Americans; therefore, a percentage of African-Americans receiving services are underserved. In addition, MVR reviewed data from the U.S. Census Bureau and the American Community Survey. These individuals are underserved when compared to the total number of African-Americans with disabilities in Missouri.

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of Missouri's African-American population with disabilities:

- Follow-Up Services -- MVR established the need for follow-up services for individuals at risk of dropping out of services. Key MVR staff and MVR intake counselors along with CRPs assist with follow-up services and activities. Clients are contacted to uncover reasons for leaving or barriers to receiving services. Key MVR personnel and CRP staff work with community resources to alleviate any barriers. These follow-up services are implemented before clients' cases are closed and can last between three and nine months. In addition, MVR has a diversity consultant who provides cultural diversity training to MVR staff.

Autism Spectrum Disorders (ASD):

Based on MVR data, the projected number of eligible individuals with ASD who will annually receive MVR services for PY 2022–2023 will be approximately 997. Other variables could have an effect on this estimate such as the economy and the number of applicants coming into the system. MVR reviewed information and recommendations from the Centers for Disease Control (CDC); the National Autism Society; NAMI; the Missouri Department of Insurance; The Community Report on Autism 2018; and MVR data. Based on this information and additional research, MVR concludes these individuals are underserved.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of individuals with ASD:

- SE Services (see description above)
- Assistive Technology and Rehabilitation Engineering Services (see description above)
- Job Placement Services (see description above)
- Transition Services -- Transition services assist eligible students and youth with disabilities to successfully prepare them for transitioning into postsecondary education, vocational training or integrated employment. Services can be provided by MVR and coordinated with the Office of Special Education, local school districts and CRPs. Services are provided for the duration of the case.
- Workplace Modifications -- Individuals with ASD may experience difficulties in modulating sensory input. Environmental assessments can be provided to identify distractions such as noise levels,

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lighting, high traffic areas, etc. Services are provided by CRPs and can overlap SE services usually lasting nine months, but MVR can provide up to 24 months of community-based job training.

- Employment Services Plus (ESP) -- ESP is designed to assist an individual with Autism Spectrum Disorder-Adult (ASD-A), Brain Injury (BI), and/or Cultural Deafness/hard of hearing (D/HH) who has barriers that require additional supports to achieve a successful employment outcome. ESP provides augmentative services for clients whose disability-related needs exceed the level of support provided by traditional vocational rehabilitation services but does not merit consideration of SE services.
- Other training appropriate to need such as vocational technical school, community college or college.

Traumatic Brain Injury (TBI):

Based on MVR data, the projected number of eligible individuals with TBI who will annually receive MVR services for PY 2022–2023 will be approximately 117. MVR reviewed data from the CDC, the Missouri Department of Health and Senior Services, the Brain Injury Associations of America and Missouri, *2020 Missouri Traumatic Brain Injury Targeted Needs Assessment: Key Findings Report*, and data from brainline.org. Research revealed that Missourians with TBI exceed 16,000. Based on this information and the number of clients with TBI, MVR concludes these individuals are underserved.

From the comprehensive statewide assessment, MVR identified the following services as necessary to meet the key needs of individuals with TBI:

- SE Services (see description above)
- Job Placement Services (see description above)
- Assistive Technology and Rehabilitation Engineering Services (see description above)
- Transition Services (see description above) (data indicated that one of the highest risk groups for TBI was ages 15 to 24)
- ESP Services (see description above)

C. Who have been unserved or underserved by the VR program;

Additional individuals that have been identified as underserved are students with disabilities involved in the justice and foster care systems. Research indicates that a large proportion of youth in the juvenile justice system have disabilities. This population is four to five times greater in number than youth with disabilities in public schools. Approximately a third of youth in the juvenile justice system have a disability. There is research that reports approximately 800,000 youth are served in the foster care system. Almost 13 percent have at least one documented disability. It is estimated that 30 to 40 percent of foster youth are in special education. Children in foster care are at greater risk for homelessness. Thirty-one percent of Missouri's foster care youth have been homeless.

MVR is piloting a program to serve students with disabilities in foster care and in the justice system in five locations around the state. Homeless or housing insecure youth with disabilities will also be served through this pilot. It is estimated that between 5 to 10 students or youth will be served in each location.

MVR data for PY 2020 shows 9,928 active cases for age 23 and younger. Of those, 306 (.03%) were coded as foster care illustrating underrepresentation.

From the comprehensive statewide needs assessment, MVR identified the following services as necessary to meet the key needs of students with disabilities involved in the justice and foster care systems and the homeless or housing insecure youth:

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- Peer mentoring – one of the five required pre-employment transition services. This service will also involve work readiness, job exploration, postsecondary counseling, self-advocacy, and family engagement.

D. Who have been served through other components of the statewide workforce development system; and

From the comprehensive needs assessment, MVR identified the following services as necessary to meet the key needs of individuals with disabilities served through other components of the statewide workforce development system:

- job search assistance
- labor market information
- resume assistance
- case management
- assessment
- individual planning and referral
- educational attainment
- work experiences
- apprenticeships
- customized employment
- support services such as uniforms, steel toed boots, equipment, etc.
- skills development and training
- computer skills training
- transportation assistance
- rehabilitation technology
- hiring and recruiting events

Individuals providing the services are representatives from the Office of Workforce Development and other WIOA program partners.

E. Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

In assessing the needs of youth and students with disabilities, research from the National Center on Secondary Education and Transition documents unsatisfactory outcomes achieved by youth with disabilities exiting school. They have difficulty accessing employment, education and community services. There is a need to bridge the information gap between schools, rehabilitation services, community agencies and employers.

Based on December 2020 core data from the Missouri Department of Elementary and Secondary (DESE) Office of Special Education, the number of students, ages 16 to 21 and currently enrolled in school, with individualized education plans (IEPs) is 21,415. This number represents students with disabilities who are eligible or potentially eligible for pre-employment transition services or other transition services. MVR further

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disaggregated this data by MVR district office so that school districts were grouped together based on the MVR office that serves each school. Therefore, the local MVR office knows the specific number of students, ages 16 to 21 with IEPs, for each of the schools that they serve.

MVR has received feedback from many stakeholders such as consumers, parents, school districts and employers regarding the need for services for youth and students with disabilities. There are limited competitive integrated employment opportunities for this population especially in rural areas.

MVR is answering these pre-employment transition needs of eligible or potentially eligible students with multiple strategies that supplement the MVR transition services that have traditionally been provided by its staff and partners. These strategies include summer work experience programs coordinated with CRPs and similar programs with CILs. The VR Summer Work Experience Program was developed in partnership with CRPs. MVR offered paid summer work experience opportunities in integrated settings for VR-eligible students with disabilities. In addition to working, the students received classroom training in soft skills. The CIL Summer Pre-Employment Transition Services Program provided potentially VR-eligible students with disabilities access to job exploration activities, workplace readiness training, social support and instruction on self-advocacy including peer mentoring. MVR collaborated with businesses and school districts to provide services through these programs.

MVR is contracting with the University of Missouri, College of Education, to provide assistance with the provision of pre-employment transition services through regional pre-employment specialists. The university hired 43 specialists, all certified teachers, to work in collaboration with local education agencies and MVR to provide statewide pre-employment transition services to students with disabilities who are potentially eligible for VR services. Eight of the 43 provide pre-employment transition services in the Missouri Schools for the Severely Disabled.

MVR is working on multiple pilot programs designed to provide the pre-employment transition service of peer mentoring for students with disabilities involved in the justice and foster care systems and homeless or housing insecure youth. The pilots include a focus on increasing family engagement. MVR is working with local juvenile justice centers the family court system and the Missouri Department of Social Services Children's Division to provide services for this underserved population. Through these programs, MVR is partnering with CILs, the University of Missouri's College of Education, Missouri State University, the Office of Workforce Development and an employer mentor.

MVR funds deaf/hard of hearing students to attend the Rochester Institute of Technology for a pre-employment transition services camp. MVR is also working with Wonderland Camp on an internship program for both students and youth with disabilities. MVR sponsors students and youth with disabilities to participate in the Governor's Council on Disability Missouri Youth Leadership Forum that focuses on leadership, citizenship, and social and career development skills. MVR is utilizing its business outreach specialists to work with employers on creating work experiences for youth and students with disabilities. And, it is collaborating with its WIOA partners in providing seamless, coordinated services to youth and students with disabilities.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

a) Establish new CRPs: MVR does not believe that there is a need to establish new CRPs.

b) Expand/develop current network of CRPs: No, MVR does not believe that there is a need to expand or develop the current network of CRPs.

c) Improve CRPs: Yes, MVR has identified the following strategies to improve CRPs within the state:

- The CRP-MVR steering committee will continue to make recommendations to improve services.

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- Minimum training requirements for CRP staff members have been developed and incorporated into the CRP-MVR Agreement. The CRP-MVR steering committee will monitor implementation of these new requirements and make recommendations as necessary.
- MVR held four virtual CRP/MVR summits statewide. MVR staff and CRP direct services staff attended the meetings. The purpose of the summits was to enhance communication, promote partnering, share best practices, gather feedback and provide joint training. MVR plans to host the summits on an annual basis.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act

Research verifies that pathways from school to work or secondary to postsecondary education can be more difficult for individuals with disabilities; therefore, the need for transition career services and pre-employment transition services is great.

DESE reports that for 2019-2020 school year, the percent of youth who had IEPs, are no longer in secondary school and who have been:

- enrolled in higher education is 24.6%.
- enrolled in higher education or competitively employed is 57.4%.

This data indicates that there is a need for transition services.

In 2021, MVR surveyed statewide staff to gather information on practices and services for youth with disabilities. Among the findings, staff reported that some of the barriers that youth with disabilities face in obtaining successful employment are a lack of work exposure or work experiences, transportation issues, the absence of parent/family involvement or follow through from parents and students. Feedback indicated that the number of vocational rehabilitation staff was not adequate to serve the number of students.

Feedback has shown that not all school districts are open to enhancing transition services. MVR is utilizing its transition counselors to forge inroads with school districts statewide. It is also working with the University of Missouri, College of Education, through pre-employment services to access all school districts including ones that historically have been hesitant in enhancing transition services. Additional strategies include an MVR-developed YouTube video, which can be shared with parents and students before, during or after IEP meetings. MVR counselors are present at IEP meetings when invited in order to coordinate services that are a part of the VR individualized plan for employment (IPE). MVR conducted a statewide training for MVR staff on outreach, joint service provision and coordination of IEP/IPE services. New MVR counselor training includes a special education transition coordinator who provides training on IEP development and transition services.

The DESE Graduation Handbook and DESE Transition Agreement include three work-based learning experiences for students with disabilities on an IEP and are coordinated with special education. Students receive high school credit. These three experiences are the COOP Program, employer-based transition training/Project Search for students with most significant disabilities, and unpaid internships.

Any workforce development boards that have youth committees have an MVR representative. MVR is part of the St. Louis County Youth Interagency Partnership, comprised of any organization serving youth in St. Louis County, which was formed to coordinate services so that no youth will fall through the cracks between agencies. MVR is also a part of the Tri-County Youth Task Force, comprised of any organization serving youth in

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Pettis, Johnson and Henry counties, which replicated the partnership developed in St. Louis County ensuring no youth will be lost between agencies in rural Missouri.

MVR chairs the WIOA Youth Services subcommittee, which is comprised of representatives from the core, combined state plan, and required partners as well as other agencies and organizations. This subcommittee focuses on cross-agency trainings and explores and develops service braiding.

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services

According to the 2019 American Community Survey, there are 887,896 Missourians that have some type of disability. The rate of disability in the state is 14.7 percent. This rate has remained stable from 2015 – 2019. Individuals within this population could be eligible for vocational rehabilitation services during FFY 2022 and FFY 2023.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

The estimated number of eligible individuals who will receive services under the MVR program is 27,900 in FFY 2022 and 28,000 in FFY 2023.

B. The Supported Employment Program; and

The estimated number of eligible individuals who will receive services under the Supported Employment program is 4,500 in FFY 2022 and 4,550 in FFY 2023. These estimates are included in the total estimates in (k)(2)(A) above.

C. Each priority category, if under an order of selection.

The estimated number of eligible individuals who will receive services under each priority category is as follows:

FFY 2022: Priority Category 1: 13,800; Priority Category 2: 13,800; Priority Category 3: 300

FFY 2023: Priority Category 1: 13,900; Priority Category 2: 13,800; Priority Category 3: 300

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Priority Category 3 is closed with a moving waiting list for Priority Category 2. The number of individuals who are eligible for VR services but are not receiving such services due to an order of selection is estimated to be between 65–650 for this plan period.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

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The estimated cost of serving the above eligible individuals in the VR and Supported Employment programs will be approximately $77,000,000 in FFY 2022 and $78,000,000 in FFY 2023. As described in section (m), Order of Selection, of the VR services portion of this state plan, MVR is currently in an order of selection. The estimated cost of services for each priority category is as follows:

FFY 2022: Priority Category 1: $37,800,000; Priority Category 2: $37,800,000; Priority Category 3: $1,400,000

FFY 2023: Priority Category 1: $38,500,000; Priority Category 2: $38,100,000; Priority Category 3: $1,400,000

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions

MVR's PY 2021 goals and priorities were jointly developed and agreed upon by MVR and the SRC, as described in section (a), Input of the State Rehabilitation Council, of the VR services portion of this state plan.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs

The following goals and priorities for MVR are as follows:

Goal 1: Increase the number of participants receiving training services.

Baseline data: PY 2019: 7,359 PY 2020: 6,993

Objective: Maximize the potential of those we serve.

Strategies:

1. Emphasize career pathways, ensuring integration in staff training.

2. Expand middle skills pilot program for training services in collaboration with the Office of Workforce Development and Career and Technical Education.

3. Simplify postsecondary training authorization process.

Goal 2: Increase the number of students with disabilities who access VR services.

Baseline data: PY 2019: 18,760 PY 2020: 17,128

Objective: Make pre-employment transition services and traditional VR services available to Missouri students with disabilities.

Strategies:

1. Increase number of high schools that VR and its providers engage.

2. Expand pre-employment transition services to justice and foster care involved and homeless or housing insecure students with disabilities in pilot locations.

3. Develop regional interagency partnerships focused on agencies serving youth.

4. Coordinate services with workforce development programs that target youth.

Goal 3; Strengthen relationships with employers across Missouri.

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Baseline: MVR is currently developing a system to capture employer services.

Objective: Provide more opportunities to those we serve.

Strategies:

1. Connect candidates to employers recruiting for apprenticeship opportunities.

2. Identify and connect with businesses offering career pathways paying above median wage.

3. Expand Nexus groups across the state to strengthen WIOA partnerships and gain access to employers.

4. Utilize the Talent Acquisition Portal (TAP) to connect candidates to employers.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

As noted above, MVR and the SRC jointly developed the goals and priorities, which were based on an analysis of the comprehensive statewide needs assessment (CSNA), a review of the new performance accountability measures and other input from stakeholders and resources. The CSNA was expanded to include an assessment of the needs of students and youth with disabilities. In determining goals and priorities, MVR reviewed its data on the new performance accountability measures. Other input was considered as well in the development of the goals and priorities as listed in section (3)(C) below.

In developing its goals and priorities, MVR analyzed information and results obtained from the most recent comprehensive statewide needs assessment, which can be found in section (j) Statewide Assessment. The CSNA revealed that youth with disabilities need guidance with job exploration, work-based learning experiences, exploring opportunities for enrollment in comprehensive or postsecondary educational programs, workplace readiness training and instruction in self-advocacy. Findings indicate that this population has difficulty accessing employment, education and community services, and that youth need to develop the skills necessary to prepare for, obtain, retain or advance in competitive, integrated employment. MVR has made it a priority to improve outcomes for youth with disabilities as evidenced in the setting of goals and objectives in previous and its current state plan. The assessment also indicated that justice and foster care involved and homeless or housing insecure students with disabilities are an underserved population. MVR set a strategy to expand pre-employment transition services based on this population's need.

B. The State's performance under the performance accountability measures of section 116 of WIOA; and

MVR reviewed the requirements for the performance accountability indicators under section 116 of WIOA when goals and priorities were in development. Available data was taken into consideration. MVR is collecting and reporting data for the first five performance accountability indicators, which will be negotiated. The departments are piloting approaches for measuring the sixth indicator, Effectiveness in Serving Employers. For the PY 2020 – 2023 state plan, VR agencies were required to only report an expected level of performance for measurable skill gains (MSG). MVR negotiated 20% as its level of performance for this measure. MVR exceeded its negotiated level of performance with 43.7% for PY 2019 and 79% for PY 2020. Baseline data was allowed for indicators one through four.

MVR collaborated with its core partners to determine a performance indicator for Effectiveness in Serving Employers. Missouri chose Repeat Business Customers and Employer Penetration Rate as its measure of performance. The core partners continue data collection for this indicator.

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C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

Other available information on the operation and effectiveness of the VR program utilized in the development of the goals and priorities are:

- State Rehabilitation Council (SRC) input and recommendations
- RSA monitoring feedback from the Section 107 Monitoring Review
- anticipated performance under section 116 of WIOA
- other sources, e.g., CRPs' legislative input, consumer satisfaction surveys, input from the Client Assistance Program and public hearings

The goals and priorities for carrying out the supported employment program can be found in section (n) of the VR services portion of this plan titled Goals and Plans for Distribution of Title VI funds.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services

MVR is currently in an order of selection.

Services shall be provided based upon the eligible individual's placement in one of the following priority categories:

Priority Category I: An individual with the most significant disability as defined below.

Priority Category II: An individual with a significant disability as defined below.

Priority Category III: An individual with a disability as defined below.

Definitions:

Individual with the Most Significant Disability: An individual with a significant disability who is seriously limited in three or more of the following functional areas: self-care, communication, mobility, self-direction, work tolerance, work skills, and/or interpersonal skills.

Individual with a Significant Disability: An individual with a disability who has a severe physical or mental impairment that seriously limits one or two functional capacities in terms of an employment outcome such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and/or work skills;

a. whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

b. who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia,

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respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Individual with a disability: all other eligible individuals with a disability.

B. The justification for the order

MVR continues to experience an increase in the cost of providing services to persons in all categories. The program is experiencing a rise in the costs associated with spending 15% of the federal grant on pre-employment transition services, carrying out Section 511 requirements, Missouri Job Center infrastructure funding agreements, and an increase in expenditures resulting from an increase in Missouri's minimum wage. Due to the increase in cost of services, MVR may not be able to provide services to all eligible individuals. MVR estimates that there will be 27,900 in FFY 2022 and 28,000 in FFY 2023 who will receive services.

C. The service and outcome goals

The estimated number of eligible individuals who will receive services under each priority category is as follows:

FFY 2022: Priority Category 1: 13,800; Priority Category 2: 13,800; Priority Category 3: 300

FFY 2023: Priority Category 1: 13,900; Priority Category 2: 13,800; Priority Category 3: 300

The estimated number of eligible individuals who will exit with employment outcomes after receiving services is as follows:

FFY 2022: Priority Category 1: 2,700; Priority Category 2: 2,000; Priority Category 3: 50

FFY 2023: Priority Category 1: 2,725; Priority Category 2: 2,025; Priority Category 3: 50

The estimated number of eligible individuals who will exit without employment outcomes after receiving services is as follows:

FFY 2022: Priority Category 1: 2,300; Priority Category 2: 1,550; Priority Category 3: 50

FFY 2023: Priority Category 1: 2,275; Priority Category 2: 1,525; Priority Category 3: 50

D. Time within which these goals may be achieved for individuals in each priority category within the order; and

The timeline to reach an employment outcome varies significantly with each individual. It is estimated that the average number of months to reach an employment outcome for priority category I is approximately 22 months, priority category II is approximately 27 months, and priority category III is approximately 13 months.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities

MVR serves eligible individuals with the most significant disabilities (Priority Category 1) first. Eligible individuals with significant disabilities (Priority Category 2) are served next, followed by eligible individuals with disabilities (Priority Category 3).

The following procedures will be followed in the implementation of the order of selection:

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1) An eligible individual will be placed in the appropriate priority category and receive written notification of the assigned priority category. The eligible individual's date of application will be used to determine the order of services within a priority category.

2) Individuals will be notified of their right to appeal their category assignment.

3) An eligible individual's placement in a priority category may be changed under justifiable circumstances.

4) Rationale for placement will appear in the individual's case file.

5) The order of selection shall in no way affect the provision or authorization of diagnostic and evaluation services needed to determine eligibility.

6) Services authorized or provided to any eligible individual shall not be disrupted as a result of an order of selection or the closing of a priority category.

7) Order of selection priority categories do not apply to post-employment services.

8) All funding arrangements for providing services, including any third-party arrangements and awards by MVR, shall be consistent with the order of selection. If any funding arrangements are inconsistent with the order of selection, MVR shall renegotiate these funding arrangements so that they are consistent with the order of selection.

9) The order of selection shall in no way affect eligible individuals' access to services provided through MVR's information and referral system.

10) Eligible individuals who are in a priority category that is not open shall be provided accurate vocational rehabilitation information and guidance, including counseling and referral for job placement, using appropriate modes of communication to assist them in preparing for, securing, retaining, regaining or advancing in employment. These individuals will also be referred to other appropriate federal and state programs, including components of the statewide workforce system.

11) Individuals being referred to appropriate programs, as mentioned above, shall be provided the following:

(A) A notice of the referral to the agency carrying out the program

(B) Information identifying a specific point of contact within the agency to which the individual is being referred

(C) Information and advice regarding the most suitable services to assist the individual to prepare for, secure, retain, regain or advance in employment

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment

MVR has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

n. Goals and Plans for Distribution of title VI Funds

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services

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The state plan goals and priorities for the distribution of funds from section 603 of the Rehabilitation Act for the provision of supported employment services are:

Goal 1: Maintain high quality supported employment services.

Strategies:

1. Identify and share best case practices around providing supported employment services.

2. Continue to provide training through annual CRP Summits.

Goal 2: Implement collaborative programs to promote braiding of services within the statewide workforce development system.

Strategies:

1. Continue to provide and expand IPS services statewide in partnership with the Department of Mental Health-Behavioral Health Division.

2. Pilot Customized Employment service delivery in partnership with the Department of Mental Health-Developmental Disabilities Division.

Title VI funds are utilized for supported employment services through a fee-for-service as established in MVR's supported employment cost analysis. Title I funds are also utilized for the provision of supported employment services.

It is estimated that the number of eligible individuals with the most significant disabilities who will receive supported employment services during FFY 2022 is 4,500 and FFY 2023 is 4,550. It is also estimated that MVR will spend Title I funds of $7,400,000 in FFY 2022 and $7,500,000 in FFY 2023 on supported employment services. These services will be provided through nonprofit, accredited CRPs.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. The provision of extended services for a period not to exceed 4 years; and

MVR continues to collaborate with community rehabilitation providers to leverage funding in the provision of supported employment services, including extended services, to youth with the most significant disabilities. These services and activities may include job coaching, job supports (both on and off the job), guidance and counseling, retention services, resources for benefits counseling, information and referral, and employer consultation.

B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

MVR continues to work the DMH-DD division in utilizing home and community-based waivers to increase supported employment and extended services for youth with the most significant disabilities. It will continue to work closely with the Missouri Department of Social Services MOHealthNet Division and the Department of Mental Health (DMH) Behavioral Health and Developmental Disabilities divisions to ensure that youth with the most significant disabilities are receiving extended services.

o. State's Strategies

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Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities

All strategies identified to achieve goals and priorities, support innovation and expansion activities and overcome barriers to accessing the VR and the supported employment programs in this plan period are listed below and are current. The following strategies have been developed and reviewed by MVR and the State Rehabilitation Council:

VR Program

Goal 1: Increase the number of participants receiving training services.

Baseline data: PY 2019: 7,359 PY 2020: 6,993

Objective: Maximize the potential of those we serve.

Strategies:

1. Emphasize career pathways, ensuring integration in staff training.

2. Expand middle skills pilot program for training services in collaboration with the Office of Workforce Development and Career and Technical Education.

3. Simplify postsecondary training authorization process.

Goal 2: Increase the number of students with disabilities who access VR services.

Baseline data: PY 2019: 18,760 PY 2020: 17,128

Objective: Make pre-employment transition services and traditional VR services available to Missouri students with disabilities.

Strategies:

1. Increase number of high schools that VR and its providers engage.

2. Expand pre-employment transition services to justice and foster care involved and homeless or housing insecure students with disabilities in pilot locations.

3. Develop regional interagency partnerships focused on agencies serving youth.

4. Coordinate services with workforce development programs that target youth.

Goal 3: Strengthen relationships with employers across Missouri.

Baseline: MVR is currently developing a system to capture employer services.

Objective: Provide more opportunities to those we serve.

Strategies:

1. Connect candidates to employers recruiting for apprenticeship opportunities.

2. Identify and connect with businesses offering career pathways paying above median wage.

3. Expand Nexus groups across the state to strengthen WIOA partnerships and gain access to employers.

4. Utilize the Talent Acquisition Portal (TAP) to connect candidates to employers.

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Supported Employment Program

Goal 1: Maintain high quality supported employment services.

Strategies:

1. Identify and share best case practices around providing supported employment services.

2. Continue to provide training through annual CRP Summits.

Goal 2: Implement collaborative programs to promote braiding of services within the statewide workforce development system.

Strategies:

1. Continue to provide and expand IPS services statewide in partnership with the Department of Mental Health - Behavioral Health Division.

2. Pilot Customized Employment service delivery in partnership with the Department of Mental Health - Developmental Disabilities Division.

All of the above strategies will be used to expand and improve services to individuals with disabilities.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis

The following strategies will be utilized:

1. MVR will work jointly with CRPs and other partnering agencies, including WIOA partners, to develop and sponsor on-going training in rehabilitation technology services.

2. At any time during the rehabilitation process, MVR's statewide rehabilitation technology specialists will provide technical assistance to MVR counselors.

3. MVR has developed an ad hoc rehabilitation technology team to help clients meet their rehabilitation technology needs.

4. MVR staff will participate in activities, training programs and conferences sponsored by Missouri Assistive Technology.

5. MVR utilizes several rehabilitation technology projects, located at various Centers for Independent Living statewide, which have demonstration centers for exploring, reviewing and demonstrating various rehabilitation technology devices, services and resources.

6. MVR will continue to work with the rehabilitation technology needs of farm operators with disabilities and consult with staff statewide.

7. Biannually, MVR's vocational rehabilitation counselors for the deaf gather for training and to discuss new strategies, resources and issues for deaf and hard of hearing clients. MVR's assistant director of deaf and hard of hearing services plans and organizes the training.

8. MVR's assistant director of deaf and hard of hearing services will continue providing statewide support for staff with assistive technology services for clients with hearing impairments.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with

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the most significant disabilities, as well as those who have been unserved or underserved by the VR program

1. MVR will recruit rehabilitation counselors from culturally diverse backgrounds to better serve individuals with significant disabilities from underserved populations.

2. MVR will utilize state-contracted interpreters to reduce communication barriers.

3. MVR will continue to translate brochures in Spanish for the Hispanic community.

4. MVR's diversity consultant will provide cultural diversity training to MVR staff and deliver training to each MVR office. In addition, the consultant will continue to lead the Diversity Team, which includes MVR staff.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services)

The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services) can be found under VR Program, Goal 2, strategies 1 – 4 in section (o) above. These methods are also described in sections (d) and (j) within this plan.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State

The specific strategies that will be used to improve CRPs can be found under the Supported Employment Program, Goal 1, strategy 2 above in section (o) and in section (j). In addition, MVR and CRP staffs offer input on service delivery processes during partnering meetings and develop action plans to improve those processes. The CRP-MVR steering committee meets regularly to review progress on these processes, service delivery and to discuss current and future issues warranting attention. This effort, along with joint training activities, is beneficial to improving both the CRP and MVR programs.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA

MVR is collaborating, cooperating and coordinating with WIOA partners to work on methods to align data systems, share referrals and determine common intake practices. It will review the performance of the state with respect to the performance accountability measures with WIOA partners to ensure measures are consistent throughout the core programs. Efforts will be directed at cross training to educate partner staff on each other's programs. MVR will be analyzing methods to work with partners on braided services among programs.

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7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities

MVR will continue to work with OWD, which provides the statewide workforce development system services through the Missouri Job Centers in 14 workforce regions. MVR has appointed a state liaison to collaborate with OWD, and MVR staff serves as active members on all 14 local workforce development boards.

Through Memoranda of Understanding, MVR is an important referral source from job center partners for individuals with disabilities. MVR counselors visit various Missouri Job Centers (both full service sites and satellites) frequently to provide services to individuals in a timely fashion. MVR will work with partners in learning what services are available and how to capitalize on resources and processes already in place.

MVR is working closely with all of the WIOA partners in order to avoid duplication of services and provide the best services possible for consumers. Many teams, consisting of members from all of the partner programs, are meeting and developing methods to meet individuals' needs.

8. How the agency's strategies will be used to:

A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

MVR obtains input on goals and priorities from the comprehensive statewide needs assessment, which includes the feedback from the SRC, public hearings and consumer satisfaction surveys. This information is given to the administrative and strategic teams to develop strategies. MVR utilizes a variety of teams to assist with the development and implementation of many of the strategies identified in this section. Team members include MVR staff, management, providers, former consumers and school personnel. Quality assurance reviews are also used to assess the progress of the strategies toward the targets. MVR's Management Team monitors outcomes and progress toward goals on a regular basis.

B. Support innovation and expansion activities; and

MVR continues to support innovation and expansion activities through its commitment to supported employment opportunities for individuals with disabilities. MVR, in partnership with Missouri Rehabilitation Services for the Blind and Missouri Department of Mental Health – Division of Developmental Disabilities (DMH-DD), collaborated to develop a customized employment pilot program. It is a cross-agency delivery model that focuses on an individual's unique strengths, needs and interests. The pilot promotes the specific abilities of the individual and meets employer needs through flexible strategies. MVR is paying for staff training and technical assistance.

MVR is also supporting innovation and expansion activities through its work on multiple pilot programs designed to provide the pre-employment transition service of peer mentoring for students with disabilities involved in the justice and foster care systems and homeless or housing insecure youth. The pilots include a focus on increasing family engagement. MVR is working with local juvenile justice centers or the family court system and the Missouri Department of Social Services Children's Division to provide services for this underserved population. Through these programs, MVR is partnering with CILs, the University of Missouri's College of Education, Missouri State University, the Office of Workforce Development and an employer mentor.

MVR will utilize innovation and expansion funds to support activities of the Missouri State Rehabilitation Council and the Statewide Independent Living Council pursuant to 34 CFR section §361.35.

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C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

MVR uses strategies identified in sections (o)(2)(3) and (8)(B) above to overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state VR program and the state supported employment services program.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals

Strategies that contributed to the achievement of or factors that impeded the achievement of the PY 2019 Goals and Priorities established by MVR and the State Rehabilitation Council were as follows:

Goal 1: Increase the number of employment outcomes for youth with disabilities.

Evaluation of Progress: Goal not met.

The number of employment outcomes for youth with disabilities at the end of:

PY 2018: 1,858; PY 2019: 1,756

Goal 2: Increase competitive integrated employment outcomes for individuals with ASD.

Evaluation of Progress: Goal not met.

The number of employment outcomes for individuals with ASD at the end of:

PY 2018: 442; PY 2019: 442

Goal 3: Expand services for individuals with severe and persistent mental illness receiving Individual Placement and Support (IPS) services.

Evaluation of Progress: Goal not met.

The number of individuals with severe and persistent mental illness receiving IPS service authorizations (open/closed) at the end of:

PY 2018: 1,705; PY 2019: 1,118

B. Describe the factors that impeded the achievement of the goals and priorities

During PY 2019, MVR closed the same number of ASD cases and marginally fell short of its goals for employment outcomes for youth with disabilities and for the number of individuals with severe and persistent

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mental illness receiving IPS services compared to PY 2018. The last quarter of PY 2019 was the onset of the Covid 19 pandemic. Numbers across the board were lower than anticipated as would be expected due to unprecedented circumstances. Though state agencies were closed to the public for a period of time, MVR met the challenges by providing services remotely. Clients continued to be served and received quality services; however, the public did not seek assistance at the same level as prior to the pandemic.

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

A. Identify the strategies that contributed to the achievement of the goals

PY 2019 Goals for the Supported Employment Program and strategies that contributed to the achievement of the goals were as follows:

Goal 1: Monitor and evaluate MVR's supported employment outcome-based model.

Evaluation of Progress: Goal met.

MVR has produced extensive work through the CRP-MVR steering committee team in order to maximize benefits for supported employment (SE), which includes the IPS services. MVR and the CRPs developed and implemented an outcome-based SE model.

MVR revised its cooperative agreement with CRPs to align with the outcome-based model. This agreement includes service provision, authorization, billing, compliance and verification processes.

Goal 2: Research the efficiency and effectiveness of braided programs with Workforce Development.

Evaluation of Progress: Goal met.

MVR initiated the creation of a braiding services team, comprised of WIOA core and combined state plan partners and other entities that serve individuals with disabilities, to develop methods and strategies to support collaboration between partner agencies, promote greater understanding of the services provided by each agency, and discover methods to avoid duplication of services.

B. Describe the factors that impeded the achievement of the goals and priorities

All goals and priorities were met.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA

MVR is collecting and reporting data for the first five performance accountability indicators, which will be negotiated. The departments are piloting approaches for measuring the sixth indicator, Effectiveness in Serving Employers. For the PY 2020 – 2023 state plan, VR agencies were required to only report an expected level of performance for measurable skill gains (MSG). MVR negotiated 20% as its level of performance for this measure. MVR exceeded its negotiated level of performance with 43.7% for PY 2019 and 79% for PY 2020. Baseline data was allowed for indicators one through four.

MVR collaborated with its core partners to determine a performance indicator for Effectiveness in Serving Employers. Missouri chose Repeat Business Customers and Employer Penetration Rate as its measure of performance. The core partners continue data collection for this indicator.

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4. How the funds reserved for innovation and expansion (I&E) activities were utilized

MVR continues to support innovation and expansion activities through its commitment to supported employment opportunities for individuals with disabilities. MVR, in partnership with Missouri Rehabilitation Services for the Blind and Missouri Department of Mental Health – Division of Developmental Disabilities (DMH-DD), collaborated to develop a customized employment pilot program. It is a cross-agency delivery model that focuses on an individual's unique strengths, needs and interests. The pilot promotes the specific abilities of the individual and meets employer needs through flexible strategies. MVR is paying for staff training and technical assistance.

MVR is also supporting innovation and expansion activities through its work on multiple pilot programs designed to provide the pre-employment transition service of peer mentoring, including self-advocacy, for students with disabilities involved in the justice and foster care systems and homeless or housing insecure youth. The pilots include a focus on increasing family engagement. MVR is working with local juvenile justice centers or the family court system and the Missouri Department of Social Services Children's Division to provide services for this underserved population. Through these programs, MVR is partnering with CILs, the University of Missouri's College of Education, Missouri State University, the Office of Workforce Development and an employer mentor.

MVR utilized Part B, Title I funds for the SRC and Part B, Title VII funds for the SILC quarterly meetings. These funds were primarily used to pay for council members' travel, meeting expenses and supplies.

q. Quality, Scope, and Extent of Supported Employment Services

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities

MVR maintains cooperative, written agreements with nonprofit, private CRPs to provide services on a fee-for-service basis. All supported employment fees authorized by MVR are a uniform, flat rate as recommended by the RSA 107 Monitoring Review.

Supported employment (SE) services for individuals with the most significant disabilities, including youth with the most significant disabilities, may include:

- discovery and exploration;
- job supports;
- survey of businesses and assurance of potential community-based exploration, assessments and work sites suited to the needs of the clients;
- analysis of all relevant job-related variables, (e.g., transportation, job restructuring, tax credit for employers, etc.);
- development of an internal advocacy system;
- provision of long-term, extended services support with the client or employer a minimum of twice per month; and

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- customized employment for individuals and employers.

MVR is committed to providing greater access to SE services. The scope of SE services reaches throughout the state. All counties in Missouri are being served by CRPs that provide SE services.

MVR district offices meet with local CRPs to outline joint activities to assist mutual consumers reach employment outcomes. MVR and CRP staffs both offer input on service delivery processes during partnering meetings and develop action plans to improve those processes. Other collaborative activities involve joint training programs.

One of the methods that MVR uses to continuously improve SE services and the service delivery process is through the use of a strategic team. The CRP-MVR steering committee meets regularly to improve services, review feedback, monitor progress and to discuss current and future issues warranting attention.

MVR and the CRPs developed an outcome-based service model that emphasizes quality employment outcomes and retention.

DMH-BH and MVR have been working to increase access to evidence-based supported employment, also known as IPS, for adults with serious mental illnesses who are interested in improving their work lives. Missouri has 31 Community Mental Health Centers participating in this implementation collaborative. DMH and MVR are implementing IPS for youth with serious mental illnesses in several sites.

2. The timing of transition to extended services

MVR can provide up to 24 months of supported employment on-the-job supports. During the provision of assessment, job development and job coaching, the need for services is reviewed in three month increments by the MVR counselor, the CRP and the SE consumer. Transitioning from supported employment to extended services occurs when the consumer requires job supports for 25 percent of the work time or less. In cases where consumers have serious and persistent mental illness, the benchmark for transitioning is the successful achievement of goals and objectives as outlined in monthly progress reports.

Vocational Rehabilitation (Combined or General) Certifications

States must provide written and signed certifications that:

1. The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

Enter the name of designated State agency or designated State unit, as appropriate

Missouri Vocational Rehabilitation, Department of Elementary and Secondary Education

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the

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name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[17], the Rehabilitation Act, and all applicable regulations[18], policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

Enter the name of designated State agency

Missouri Vocational Rehabilitation, Department of Elementary and Secondary Education

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19], the Rehabilitation Act, and all applicable regulations[20], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

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7. The (enter the name of authorized representative below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

Enter the name of authorized representative below

Timothy E. Gaines

8. The (enter the title of authorized representative below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

Enter the title of authorized representative below

Assistant Commissioner, Office of Adult Learning and Rehabilitation Services

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR
part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

Certification Signature

Signatory information	Enter Signatory information in this column
Name of Signatory	[Timothy E. Gaines]
Title of Signatory	[Assistant Commissioner, Office of Adult Learning and Rehabilitation Services]

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Signatory information	Enter Signatory information in this column
Date Signed	[XXXXXXXX, 2022]

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: **The State Plan must provide assurances that:**

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The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	

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3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	

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5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

Vocational Rehabilitation Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

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For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

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The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	18.0%	20.0%	18.0%	20.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Program-Specific Requirements for Vocational Rehabilitation (Blind)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

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All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

GENERAL RECOMMENDATIONS: The State Rehabilitation Council for the Blind (SRC) provided the following general recommendations during meetings in PY 2019 and 2020:

During the Program Years 2019-2020 the quarterly meetings of the State Rehabilitation Council were held virtually in response to the need for social distancing. During the meetings the SRC was provided up to date information regarding changes, and innovations that would continue to allow RSB staff to provide quality services to clients and stakeholders. These included:

1. The RSB presented on the use of video conferencing software, document signing software, and secure fax and messaging software to allow staff to continue to provide services to clients as well as to participate in staff training opportunities. The council suggested a video conferencing software for increased accessibility during SRC meetings. The council supported pursuing document signing software to increase client form accessibility and provide more effective and efficient processes to facilitate case movement and delivery of client services.

RSB Response: RSB agreed with the council's suggestion and used the video conferencing software for both the business portion and public forum portion of the SRC meetings. RSB successfully implemented document signing software and secure fax and messaging software.

2. The RSB presented information regarding protocols to ensure both staff and client safety. This included options for alternative work schedules, telework, social distancing, the provision of and training on the use of Personal Protective Equipment (PPE), and communication. The council was supportive of the changes and innovations that would allow RSB staff to continue to provide for services and the safety of clients and staff.

RSB Response: RSB expressed appreciation of the SRC's support for the protocols, and concern for the safety of RSB staff and clients. RSB continues to find ways to support change and innovation in these areas.

RSB has consulted regularly with the SRC on the development, implementation and revision of RSB policy, procedures, and the administrative rule pertaining to the provision of vocational rehabilitation services. The state plan goals and priorities for PY 2020 and PY 2021 were jointly developed and agreed by RSB and the SRC. As of July 30, 2021 the Administrative rule became effective. Shortly thereafter the RSB Policy Manual became effective on August 3, 2021.

2. The designated State unit's response to the Council's input and recommendations; and

See section (a)(1)

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3. The designated State unit's explanations for rejecting any of the Council's input or recommendations.

The agency did not reject any of the Council's input or recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

This agency has not requested a waiver of statewideness.

2. The designated State unit will approve each proposed service before it is put into effect; and

This agency has not requested a waiver of statewideness.

3. Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This agency has not requested a waiver of statewideness.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

Rehabilitation Services for the Blind (RSB) works closely with a wide variety of agencies and programs in coordinating the provision of vocational rehabilitation and client support services. Some of these relationships have been agreed to in written cooperative agreements, such as those with the 22 State Independent Living Centers that spells out referral procedures, coordination of services, and the technical assistance available from both entities; and the Missouri School for the Blind, which provides for joint referral and service coordination.

RSB has partnered with seven (7) providers through contractual relationships to provide intensive specialized prevocational skills training to students with disabilities who are blind or visually impaired. RSB's Pre-Employment Transition Services contracts provide students with disabilities with a foundation for the school-to-work transition. The program provides competitive work experience to high school age youth to enable

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each to practice personal independence through work and goal setting experiences, and to afford an opportunity for community involvement. This program consists of employment readiness skills instruction, including work place readiness training, job exploration counseling and self-advocacy training. The program delivers avenues for meeting vocational goals by focusing on problem solving and critical thinking, teamwork, communication, professionalism, and networking. In addition to employment readiness instruction the consumer experiences work-based learning for a period of up to sixteen weeks and 120 hours total. During this time the consumers receive on-the-job training and an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer's career awareness, build marketable vocational skills, and support a healthy self-image.

RSB has formal contract agreements with community rehabilitation providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work-based learning experiences, task analysis, and job coaching when needed. The relationships with these community rehabilitation programs are defined in State required contracts for service provision which specify the services to be provided, their duration, costs and reporting and billing requirements. Other services are predicated on working relationships for coordination of support services based on individual client needs at the local level, such as transportation, housing, recreation, supported employment extended services provided through the Department of Mental Health regional offices for individuals with developmental disabilities and Senate Bill 40 Boards (County Developmental Disability Services) and other local agencies involved in the provision of physical and mental rehabilitation.

A description of RSB services and procedures for referral from the Family Support Division (FSD) is specified in their Income Maintenance manual and, similarly, RSB policy requires referral of clients to the Family Support Division for determination of eligibility for Supplemental Aid to the Blind (SAB) or Blind Pension (BP). In PY 2018, RSB and FSD began a more comprehensive referral process, whereas FSD refers all newly SAB and BP eligible consumers to RSB to determine their desire or need to participate in VR or Older Blind Service programs. There are also referral procedures to/from the state-funded Prevention of Blindness Program for ophthalmologic services, as well as the Business Enterprise Program (BEP) for vocational rehabilitation services and training in order to qualify for employment as a Randolph Sheppard vendor.

RSB works cooperatively with the Small Business Administration's Small Business Development Centers. Consultants with the Centers lend their expertise to RSB staff and clients in development of proposed business plans. They analyze cash flow and sales projections to determine the probability of success of the proposed business and provide recommendations to lenders for funding of plans deemed feasible.

RSB is a Partner Organization with the Starkloff Disability Institute's "The Next Big Step" program. Through this program, Starkloff Disability Institute has partnered with "Role Model Companies" and "Partner Organizations" to help the Role Model Companies find disabled job candidates through Partner Organizations whom they can hire, retain and promote.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

Missouri Assistive Technology (MoAT) is the state agency that carries out activities under section 4 of the Assistive Technology Act of 1998. RSB and MoAT collaborate to jointly serve eligible individuals and ensure maximum statewide utilization of services, expertise and knowledge within each agency and avoid duplication of services. MoAT does have representation on the SRC to assist in the coordination of activities.

3. Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

RSB has developed the RSB Self-Employment Resource Guide for use by both clients and staff in the provision of services for individuals with the vocational goal of self-employment. Included is information to aid clients in

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making connections to programs that provide assistance in starting or operating a business. The United States Department of Agriculture's (USDA) Rural Business and Cooperative Development Service in Missouri is one of the organizations listed. Included is information on USDA grants, loans, loan guarantees, and technical skill assistance provided through the Business and Industry Loan program aimed at encouraging development in rural areas in order to create or preserve employment opportunities there, and the Technical Assistance program aimed at assisting the individual, business, and community by dissemination and promotion of technical skills, people skills and personal skills knowledge. RSB has also developed a contractual relationship with the Missouri AgrAbility Project, a Cooperative Extension Service through the University of Missouri, Columbia, administered by the USDA, to assist people with disabilities employed in agriculture by providing training, site visits, on-site assessments, technical assistance, and agriculture based education.

4. Non-educational agencies serving out-of-school youth; and

RSB maintains contracts with 11 Community Rehabilitation Providers offering community employment services including Supported Employment Services to the most significantly disabled. Several of these community contract providers cover multiple districts. Providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work-based learning experiences, task analysis, and job coaching when needed. The relationships with these community rehabilitation programs are defined in State required contracts for service provision which specify the services to be provided, their duration, costs and reporting and billing requirements.

5. State use contracting programs.

RSB does not participate in any state use contracting programs.

d. Coordination with Education Officials

Describe:

1. The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students

Outreach:

The Missouri Department of Elementary and Secondary Education (DESE) and RSB have established a joint referral process for local education agencies and RSB as required by 162.1139 Revised Statutes of Missouri for all children identified as visually impaired. The DESE State Plan for Special Education requires that school districts discuss RSB services annually at each student's Individualized Educational Program meeting. RSB staff must refer any client that is not served through an IEP to the Division of Special Education with the parent's consent. The Office of Special Education provides guidance documents and a referral form available online to the local education agencies for this process. RSB continues to offer local administrators of special education (LASE) and the DESE Missouri Blind Task group presentations on RSB transition services at their meetings.

RSB advocates for early awareness of VR to minimize gaps from school to post-school activities. RSB is committed to outreach activities to facilitate pre-employment transition services designed to provide necessary supports for obtaining independence, post-secondary education, and employment. RSB counselors and children's specialists leverage their connections with local schools districts and DESE to facilitate referral

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processes. In conjunction with school districts, counselors identify overlap in educational goals and services and negotiate any necessary cost sharing arrangements. RSB also utilizes community resources, such as local job fairs to disseminate VR program information. Through these collaborations and braiding of services, RSB's increases outreach to students and improves student transition into employment.

Missouri Interagency Transition Team (MITT)

The Missouri Interagency Transition Team (MITT) was formed through the Office of Special Education to promote interagency collaboration in Missouri at the state level by establishing a group vision for improving outcomes for young adults with disabilities. MITT consists of diverse state-level members, including RSB, that meet quarterly to share resources, develop goals and promote activities to improve transition education, pre-employment transition services, and post—secondary outcomes.

Blind Task Force (House Bill 401):

House Bill 401, signed into law in July 1999, added new requirements to existing Missouri statutes. These statutes changed RSB's policies and procedures for coordination with the Department of Elementary and Secondary Education on the transition of students with disabilities from receipt of educational services to receipt of vocational rehabilitation services, including pre—employment transition services. The requirements are as follows:

• Establishment of a task force on blind student academic and vocational performance to "develop goals and objectives to guide the improvement of...transition from school to work, rehabilitation services, independent living, and employment outcomes for eligible students." Members are appointed by the Commissioner of Education in cooperation with the Director of the Department of Social Services (RSB's parent agency). Membership is comprised of parents, students, teachers of the visually impaired, a public school special education administrator, a public school building principal who supervises instruction of students who are visually impaired, an employer of persons who are visually impaired, an orientation and mobility specialist, a representative from a university special educator training program, one representative each from the Missouri Council of the Blind and National Federation of the Blind of Missouri, a representative from the Department of Elementary and Secondary Education, a representative from the Missouri School for the Blind, a representative of the Department of Social Services, and a representative from RSB.

RSB worked as an active partner with the Blind Task Force, coordinating the bi-annual Vision Summit for Parents and Educators of Children with Visual Impairment/Blindness. The one day event hosts to approximately 100-200 participants including: parents, professionals, educators, and students. Topics focused on the provision of appropriate education services, accommodations, and pre-employment transition services for students who are blind or visually impaired.

• The creation of a "Blindness Skills Specialist" position at each of the nine DESE Regional Professional Development Centers. Responsibilities of these individuals include coordination of "services available from other entities who serve eligible students." DESE has contracted with three specialists, one located at Truman State University in Kirksville, MO, and two located at Missouri State University in Springfield, MO.

• Submission of an annual report from the Department of Elementary and Secondary Education to the Missouri Legislature. The report is to include the number of students with visual impairments receiving special education services who: 1) receive transition planning services with the cooperation of RSB as part of their Individual Education Plan; and 2) are referred to RSB.

• Establishment of a joint referral system between the Division of Special Education in the Department of Elementary and Secondary Education and RSB.

Interagency Cooperative Agreement:

The Office of Adult Learning and Rehabilitation Services (Vocational Rehabilitation) and Rehabilitation Services for the Blind hold an interagency cooperative agreement for transition services with the Office of Special Education and Office of Career Readiness, which outlines plans, policies, procedures, and financial

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responsibility of each agency for the coordination of transition services to students with disabilities. The agreement, developed in accordance with IDEA and the Rehabilitation Act of 1973 as amended, includes the following:

1. RSB to provide consultation and technical assistance to local and state educational staff in planning for the transition of students with disabilities from school to post school activities, including vocational rehabilitation services;

2. Transition planning by RSB staff and the educational agency that facilitates development of and completion of their individualized education programs in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA);

3. Roles and responsibilities, including financial responsibilities of each agency and provisions for determining state lead agencies and qualified personnel responsible for transition services; and,

4. Procedures for outreach and identification of students with disabilities who are in need of transition services.

The agreement contains guidance on the primary source of service provision including the educational agencies' financial responsibility in accordance with IDEA and RSB's agreement to pay for employment related transition services provided in accordance with the Rehabilitation Act as amended for vocational rehabilitation services beyond the scope of IDEA.

In addition, the agreement provides the means to ensure joint planning of individualized educational plans and individualized plans for employment and includes the opportunity that students may receive "for credit" work experiences through the Cooperative Work Experience Program.

Missouri Connections:

Missouri Connections is a web-based career exploration tool for:

• self-awareness assessment

• career assessment and awareness

• educational and occupational exploration

• postsecondary planning

• career preparation and management

• job placement

Missouri Connections provides interactive career exploration features, information on educational options and degree choices after high school, and administrative options for schools to upload course lists and customized career plans of study. Sponsored by DESE and the Department of Economic Development (DED), Missouri Connections is free of charge to students, parents, guidance counselors, educators, and job seekers. Through Missouri Connections, the Division of Workforce Development, under DED, Department of Higher Education, RSB and other WIOA core partners and local school districts can utilize the same career planning tool with their clients/students.

Transition Handbook for the Cooperative Work Experience Program:

A Transition Handbook for the Cooperative Work Experience Program, jointly developed by the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education and RSB staff, provides policy guidance on transition services. The handbook is available on the DESE website.

Transition Brochure:

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A brochure on transition services that was jointly developed by staff of the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education (DESE) and RSB is available on DESE's website. It provides a single source for an overview of the technical assistance, consultation, and transition services that are available from the two State vocational rehabilitation agencies. The target audience includes students, parents, school personnel, and community organizations that might be in contact with individuals who could potentially benefit from vocational rehabilitation services.

RSB Vocational Rehabilitation Transition Policy:

RSB has modified procedures for the provision of services to youth in transition and students in transition to be consistent with WIOA requirements and amendments to the Rehabilitation Act of 1973. This includes the provision of pre-employment transition services to students in transition, which may be provided by our Children's Specialist to students potentially eligible for VR services. Changes also include a 90 day timeframe for development of an Individualized Plan for Employment after the date of eligibility determination, unless RSB and the eligible individual agree to an extension.

Cooperative Agreements with Institutions of Higher Education:

In compliance with the regulations implementing the Vocational Rehabilitation Act Amendments of 1998, RSB, with the cooperation of the Division of Vocational Rehabilitation, has developed an interagency agreement for all of Missouri's public institutions of higher education (IHEs). This agreement spells out the financial, support and other responsibilities that are required by the regulations for each party in supporting the post—secondary education of persons with disabilities.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

RSB provides consultation and technical assistance to assist educational agencies in the planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services. Pre-employment transition services include job exploration counseling, work based learning experiences, counseling on opportunities for post-secondary education, workplace readiness training and instruction in self-advocacy which may include peer mentoring.

The interagency cooperative agreement with the Department of Elementary and Secondary Education, RSB, and MVR facilitates the coordination of transition services among the SEA and LEA's in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services. Information may be provided regarding pre-employment transition services, VR eligibility, and VR transition services, as well as employment, the exploration of postsecondary training programs, and connections to community agencies/resources that may be appropriate for transition planning. Information may be provided regarding collaboration with the LEA on work experience opportunities such as internships, apprenticeships, and employer-driven skills training.

RSB provides consultation and technical assistance to the Office of Special Education through active participation in the Missouri Interagency Transition Team (MITT) and the Missouri Blind Task Force. Individual consultation and technical assistance may be provided by RSB to LEA's and students with disabilities and/or their families during an IEP or 504 meeting, during a person-centered planning meeting when invited, etc. Consultation and technical assistance may occur in person, by conference call, video conferencing, or another agree upon means.

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B. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Missouri students with disabilities receiving special education services in accordance with the IDEA are also required to receive transition services as part of their IEP beginning at age 16. A student younger than 16 may receive transition services as part of the IEP if such services are determined appropriate by the student's IEP team. RSB may provide pre-employment transition services to students with disabilities beginning at the age of 14.

RSB participates in facilitation and development of the IEP when invited. The student, LEA, IEP team and RSB jointly determine when employment preparation should begin, and the nature and scope of pre-employment transition services and vocational rehabilitation services. If RSB is unable to attend in person, the LEA arranges an alternative means by which RSB can participate such as a conference call or video conferencing. For those students who have been determined eligible for vocational rehabilitation services, the development of the Individualized Plan for Employment is coordinated with the student's IEP goals and services. Development of the IPE occurs within 90 days of the determination of eligibility unless an extension is agreed upon by the student or legal guardian and prior to the student exiting from high school.

C. Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The Office of Adult Learning and Rehabilitation Services (Vocational Rehabilitation) and Rehabilitation Services for the Blind hold an interagency cooperative agreement for transition services with the Office of Special Education and Office of Career Readiness, which outlines plans, policies, procedures, and financial responsibility of each agency for the coordination of transition services to students with disabilities.

Roles and responsibilities, including financial responsibilities of each agency and provisions for determining state lead agencies and qualified personnel responsible for transition services are described within the interagency agreement. This includes guidelines and procedures for outreach and identification of students with disabilities who are in need of transition services.

The agreement contains guidance on the primary source of service provision including the educational agencies' financial responsibility in accordance with IDEA and RSB's agreement to pay for employment related transition services provided in accordance with the Rehabilitation Act as amended for vocational rehabilitation services beyond the scope of IDEA.

In addition, the agreement provides the means to ensure joint planning of individualized educational plans and individualized plans for employment and includes the opportunity that students may receive "for credit" work experiences through the Cooperative Work Experience Program.

D. Procedures for outreach to and identification of students with disabilities who need transition services.

As early as possible in the transition planning process VR counselors will provide outreach to and identification of students with disabilities who are in need of transition services. RSB counselors will provide outreach to and identification of students with visual disabilities in need of transition services. Students are not required to have an open case with VR to participate in outreach activities.

VR and RSB outreach will inform education staff, students, and as appropriate, families, and possible other authorized representatives about the general vocational rehabilitation program and may include at minimum

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the purpose of the vocational rehabilitation program, VR and RSB eligibility requirements, application procedures and the scope and services that may be provided to eligible individuals.

e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Personal Vocational Adjustment Services

Rehabilitation Services for the Blind (RSB) uses the state contracting and procurement processes with private non-profit vocational rehabilitation service providers for the provision of comprehensive assessment of personal vocational adjustment skills, and training in those skills. This document also contains the fee for service price the provider will charge for services offered.

The center based vocational rehabilitation services provided by these vendors are specifically designed to meet the training needs of individuals who are blind and visually impaired and include instruction in braille, orientation and mobility, and the use of software for speech access or enlargement of visual outputs for computer systems.

Agreements for the provision of center based vocational rehabilitation services exist with the following vendors:

Alphapointe Association for the Blind, Kansas City, Missouri

Colorado Center for the Blind, Littleton, Colorado

Louisiana Center for the Blind, Inc., Ruston, Louisiana

World Services for the Blind, Little Rock, Arkansas

The state contracting and procurement processes have also been used to establish agreements between RSB and 12 individual and/or community resources such as centers for independent living to obtain rehabilitation engineering, braille instruction, orientation and mobility services, and transition training.

Employment and Supported Employment Services

RSB uses the state contracting procurement processes to establish agreements with vocational services providers delivering employment and supported employment services. Currently, RSB has contracts in place with eleven Community Rehabilitations Providers for the delivery of vocational services. These services focus on individualized, person-centered services and operate on a system of milestone attainment. The milestones are designed to smoothly transition the client through phases of planning, discovery and exploration, job development, job placement, and finally retention in their desired competitive integrated employment outcome. Additional information related directly to supported employment services is contained in State Plan section f “Arrangements and Cooperative Agreements for the Provision of Support Employment Services”.

Other Services

RSB utilizes the Expenditure Registration System ERS101 “authorization for services” process to provide other client specific rehabilitation services, such as vocational evaluation, employee development, vocational skill training, and job search skill training through non-profit rehabilitation service providers.

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

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Rehabilitation Services for the Blind (RSB) uses state contracting and procurement processes as provided under the authority of an Expenditure Registration (ER101) authority issued to the Department by the State Office of Administration to develop service agreements in order to provide supported employment services to clients. These contracts define the responsibilities of both the contractor and RSB in the referral of clients. They also delineate the requirements of the contractor in the provision of services, the expected outcomes, and the payment terms and conditions. Supported employment services and use of the grant funds are provided to individuals with the most significant disabilities and begin after job placement.

The contract specifies that the supported employment service provider is responsible for arranging for extended services, including natural supports. RSB assists the supported employment service provider in the development of natural supports away from the worksite and assists in locating funding for extended services when a resource is not readily available through the contractor. RSB may provide extended services to youth with the most significant disabilities for a period not to exceed 4 years, or until the individual turns 25 and no longer meets the definition of a youth with a disability, whichever comes first.

The cooperative agreement for supported employment services is a binding contract between RSB and supported employment service providers and includes a statement to that effect.

g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR Services; and

The Rehabilitation Act of 1973, as amended (Rehabilitation Act), provides states with considerable flexibility in the organization of the agency or agencies responsible for the administration of the vocational rehabilitation (VR) program. States may choose to designate one agency to provide VR services to persons with all types of disabilities (known as a “combined” agency), or two distinct agencies, one to serve individuals who are blind and visually impaired and another to serve individuals with all other disabilities (known as “blind” and “general” agencies, respectively) (section 101(a)(2) of the Rehabilitation Act). Missouri is fortunate to be one of 24 states that have both a general VR agency (Missouri Vocational Rehabilitation-General) and services for the blind VR agency (Rehabilitation Services for the Blind) as core and equal partners for the vocational rehabilitation program. Research indicates that separate blind agencies, when compared to general/combined agencies, show higher quality services specific to the population, resulting in better trained clients ready for the 21st century workforce, higher competitive placement rates, and higher incomes at closure leading toward self-sufficiency for those individuals. This organizational structure provides greater effectiveness and efficiency in working with clients and employers in the provision of vocational rehabilitation services and meeting the vision and requirements of WIOA.

RSB works with employers through a variety of activities at the local level to identify competitive integrated employment and career exploration opportunities to facilitate the provision of VR services and transition services, including transition services for students and youth with disabilities and pre-employment transition services for students with disabilities. District offices engage in outreach activities meeting directly with employers to identify employment needs and educate employers about the services RSB can offer for existing and new employees. Each district office and the Prevention of Blindness program have a tonometer to screen for the early signs of glaucoma as a service to employers and to promote VR services. Outreach activities are extended to employer health fairs, job fairs, chamber of commerce events, and participating in local Workforce Development Boards. RSB has developed relationships with several employers across the state communicating directly with HR staff on employment needs, identify customized employment opportunities, and provide disability/blindness awareness and sensitivity training. Outreach activities have resulted in competitive integrated employment outcomes and work experience opportunities, both paid and unpaid, for youth and students with disabilities and adult clients.

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The Job Development Program has been upgraded to 4 Job Developers and a Job Development Supervisor that serve the entire state. The Job Developers work with the local Workforce Development Boards throughout the state to provide information and resources to the boards and local employers. The Job Development Specialists receives and distributes job postings to VR staff and assists clients in the development of business plans required for self-employment vocational goals. RSB participates in the National Employment Team (NET), a one-company approach to serving a variety of businesses through the national network of VR programs. The NET's vision is to create a coordinated approach to serving business customers through a national VR team that specializes in employer development, business consulting and corporate relations. The NET supports a dual customer base, meeting the employment needs of qualified applicants and support services provided by the VR program. This offers VR agencies a national system for sharing employment resources, best practices, and provides business connections. The point of contact from each VR agency is invited to participate in phone conferences to learn more about a specific company's business, their hiring needs and trends, discuss accessibility and accommodations, and their success with VR services in other states. The result is that businesses have a direct access to a pool of qualified applicants and the support services offered by RSB, and RSB clients have access to national and local employment opportunities and career development resources.

The Talent Acquisition Portal (TAP) was built for VR and businesses to work together for the success of hiring individuals with ABILITIES. TAP is an online system, which includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities. TAP is led by the Council of State Administrators of Vocational Rehabilitation and the National Employment Team (NET) in partnership with disABLEDperson, Inc., and TAP is supported by the NET, which includes VR Business Consultants in every state, the territories and D.C. who can partner and can provide support services to businesses at the national, state and local level.

TAP services to businesses includes:

• Post Jobs that will reach all 80 Agencies in 50 States, Territories, and DC

• Voluntary Self-Disclosure of Candidates

• Résumé searching and Geographic Availability of Candidates

• Job Reporting Metrics

• Compliance Reports

• Preliminary Interview Capability

• Online Job Fairs • Printable Transcripts

• Partnership opportunities through The NET

• Manual or Automated Job Postings through their API

Every RSB counselor and district supervisor has access to TAP and can invite any VR client to enter their information into the system. Counselors can help the client enter information, edit résumés, and send job leads to clients.

RSB's clients are able to access jobs.mo.gov, a web-based employment resource for clients and employers maintained by the Division of Workforce Development. This site offers clients career planning and job exploration, self-assessment, and wage and trend data to analyze careers, trends and growing occupations in Missouri. Clients are able to search for job orders and referral information from employers for job openings that meet their qualifications. Clients can access other job portals through this system, expanding the search outside of Missouri. Employers can also perform a job search for available applicants that match the skills for their specific employment needs and can access information on incentives, business resources, and recruitment.

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

RSB has formal contract agreements with community rehabilitation providers to work with employers and assist clients with job search, job placement and customized employment opportunities. Other services include work-based learning experiences, task analysis, and job coaching when needed. RSB Pre-Employment Transition Services contracts provide students with disabilities a foundation for the school-to-work transition through employment readiness skills instruction, including work place readiness training, job exploration counseling, and self-advocacy training. The program is designed to enable consumers to gain the skills necessary to achieve their personal independence and vocational goals by focusing on problem solving and critical thinking, teamwork, communication, professionalism, and networking. In addition to employment readiness instruction the consumer experiences work-based learning for a period of up to sixteen weeks and 120 hours total. During this time the consumers receive on-the-job training and an hourly wage during their placement at a job site. Involvement in this program is intended to increase a consumer's career awareness, build marketable vocational skills, and support a healthy self-image.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

MO HealthNet administers the Medicaid program in Missouri, and reports to the Department of Social Services along with Rehabilitation Services for the Blind. This organizational structure affords RSB access to Medicaid eligibility and services in the utilization of comparable services and benefits. MO HealthNet coverage is automatically available to recipients of the Missouri Supplemental Aid to the Blind (SAB) and Blind Pension (BP) programs. RSB receives monthly referrals for all individuals who have applied and been found eligible for SAB or BP.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

The Division of Developmental Disabilities currently administers four Medicaid Home and Community Based (HCB) Waiver programs delivering employment supports and services for individuals with intellectual or other developmental disabilities. The five waivers are the Comprehensive Waiver; Missouri Children with Developmental Disabilities Waiver; Community Support Waiver; and the Partnership for Hope Waiver. The partnership with DMH has resulted in a referral process between agencies that maximizes the availability of services to individuals with the most significant disabilities. A description of services available under each waiver can be found at https://dmh.mo.gov/dev-disabilities/programs/waiver/medicaid-hcb.

Division of Developmental Disabilities has a statewide employment initiative, Employment First, for working age citizens with disabilities. Employment services include job preparation, job discovery, and community employment in a competitive integrated work setting that may include ongoing supports. The Division of Behavioral Health provides employment services to individuals with mental illnesses, histories of substance abuse, and/or criminal backgrounds. Clinical and vocational employment services are integrated through state-wide partnerships to help individuals who are interested in employment participate in the competitive labor market with the appropriate level of supports and services to be successful. RSB will continue to partner and collaborate with DMH programs in the delivery of employment services.

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Rehabilitation Services for the Blind (RSB) uses state contracting and procurement processes as provided under the authority of an Expenditure Registration (ER101) authority issued to the Department by the State Office of Administration to develop service agreements in order to provide supported employment services to clients. These contracts define the responsibilities of both the contractor and RSB in the referral of clients. They also delineate the requirements of the contractor in the provision of services, the expected outcomes, and the payment terms and conditions. Supported employment services and use of the grant funds are provided to individuals with the most significant disabilities and begin after job placement.

The contract specifies that the supported employment service provider is responsible for arranging for extended services, including natural supports. RSB assists the supported employment service provider in the development of natural supports away from the worksite and assists in locating funding for extended services when a resource is not readily available through the contractor. Funding agencies include one or more extended services providers such as the Department of Mental Health, Senate Bill 40 Boards authorized by sections 205.968- 205.972, RSMo, Community Rehabilitation Programs (CRPs), other public and private agencies , or any other appropriate resource including natural supports (relatives, employers), after an individual has made the transition from RSB support. RSB may provide extended services to youth with the most significant disabilities for a period not to exceed 4 years, or until the individual turns 25 and no longer meets the definition of a youth with a disability, whichever comes first.

The cooperative agreement for supported employment services is a binding contract between RSB and supported employment service providers and includes a statement to that effect.

3. The State agency responsible for providing mental health services.

The Missouri Department of Mental Health (DMH) is the state agency responsible for the provision of services to individuals with developmental disabilities and for providing mental health services. RSB collaborates with DMH to develop employment opportunities for community-based employment in integrated settings for eligible clients.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. System on Personnel and Personnel Development

A. Qualified Personnel Needs

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Each state fiscal year, during the preparation of the funding request for the next fiscal year, Rehabilitation Services for the Blind (RSB) studies personnel needs over the preceding two-year period to determine the turnover rate. The number of staff employed by the State agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category, is reviewed. Projections are made of the number of personnel, by category, which will be needed by the State agency to provide vocational rehabilitation services in the State in five years based on projections of the number of

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individuals to be served, including individuals with severe disabilities, the number of personnel expected to retire or leave the field, and other relevant factors. Both supervisory and administrative staff have input into the process.

RSB has a total of 102 allocated positions, but is budgeted for 95 full time equivalent (FTE) staff positions. 90 positions are currently filled. Three positions do not work in the VR program, leaving 87 current employed positions working in the VR program:

15 Vocational Rehabilitation Counselors (VRCs)

15 Rehabilitation Teachers

6 Orientation and Mobility Specialists

4 Job Development Specialist

2 Program Development Specialist

6 District Supervisors

6 Clerical Supervisors

3 Business Enterprise Area Supervisors

5 Children's Specialists

16 Rehabilitation Assistants

14 administrative and management staff in various positions at the central office in Jefferson City.

All of the named positions above are directly involved in providing vocational rehabilitation services to individuals with disabilities. During PY 2019, 1403 persons had an open VR case with RSB and in PY 2020 there were 1249 open VR cases, resulting in an average of 82 (PY-19) and 78 (PY-20) cases per counselor during the latest two program years. At the current rate of applications, no increase in the number of VRC positions is anticipated at this time.

ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

State appropriations provide RSB with 102 full time equivalent positions. RSB currently has 90 filled positions and is approved to fill 95 positions. The following current vacancies and personnel are needed to provide vocational rehabilitation services:

1 Job Development Specialist

1 Vocational Rehabilitation Counselor

1 Rehabilitation Assistant

1 Clerical Supervisor

1 Administrative Staff

iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the

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number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Based on historical data, RSB anticipates that approximately two VRCs, two Rehabilitation Teachers and three Rehabilitation Assistants will need to be replaced due to retirements, employment terminations and other causes on an annual basis. The remaining categories of employees average less than one termination per year. The total number of new staff projected to be needed during the five-year period is:

Vocational Rehabilitation Counselors = 10

Rehabilitation Teachers = 10

Rehabilitation Assistants = 15

Orientation and Mobility Specialists = 2

District Supervisors = 1

Clerical Supervisors = 2

BEP Area Supervisors = 2

Children's Specialists = 2

Administrative Staff = 3

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

There is one graduate rehabilitation counselor training program in Missouri. In September 1999 Maryville University in St. Louis began offering a masters level degree program in rehabilitation counseling. Graduates of this program are ready to take the Certified Rehabilitation Counselor (CRC) test and also the Licensed Professional Counselor (LPC) test upon graduation. The program had 36 students enrolled during the fall 2019 semester and 12 students graduated in spring 2018. RSB will continue to work closely with Maryville University to recruit and hire potential graduates.

RSB has worked with graduate counseling programs at the University of Missouri Columbia and University of Missouri Kansas City to offer internship opportunities for individuals considering entering vocational rehabilitation as a profession.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

See section (i)(1)(B)(i)

iii. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

All of the 12 students graduating from the Maryville University with a degree in rehabilitation counseling are eligible to take the Certified Rehabilitation Counselor (CRC) test and also the Licensed Professional Counselor (LPC) test upon graduation. Individuals who have the credentials to receive the CRC are eligible for the

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Vocational Rehabilitation Trainee and Vocational Rehabilitation Counselor positions upon graduation. Individuals who receive the CRC are eligible for the Senior Vocational Rehabilitation Counselor position.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The issue of shortage of qualified personnel specifically trained in rehabilitation counseling will be a concern regardless of a change in the personnel standards. Missouri DVR reports employing 137 Rehabilitation Counselors; RSB employs 15, and one PDS that carries a caseload. With only one program for rehabilitation counselor preparation in the state, an insufficient number of in-state graduates will be available to meet the foreseeable future needs of public rehabilitation agencies in the state, even if every graduate of the program went to work for a public rehabilitation agency. This necessitates widening RSB's recruiting focus to include graduates from other rehabilitation programs throughout the country, as well as graduates in other disciplines. RSB does anticipate being able to hire Master's level staff who have counseling, psychology or social work degrees as there are a number of university programs in the State that offer those degrees.

In order to meet the need for qualified personnel, RSB has developed a plan to present employment opportunities at RSB to a wider audience. Some of the components of that plan are:

a. Continue to utilize the system of recruitment established by the Missouri State Division of Personnel. This system provides access to Uniform Classification and Pay System job descriptions and data regarding application for employment with the State of Missouri. These job descriptions and notices of vacancies can be found on-line at the Missouri State Government website.

b. Send vacancy announcements and job descriptions to colleges and universities throughout the country that offer academic programs in rehabilitation counseling, teaching, orientation and mobility; to other public and private rehabilitation agencies; and to consumer organizations within the State of Missouri.

c. Post announcements of RSB job opportunities on Internet-based job lists, including National Council of State Agencies for the Blind (NCSAB), Rehabnet, National Orientation and Mobility Certification (NOMC), Orientation and Mobility Listserv, Rehabilitation Counselor Listserv, NFB Missouri Listserv, MCB's Mo-Blind Listserv, and Special Education Exchange.

d. All of RSB's recruiting efforts listed in a-c above emphasize the importance of locating, interviewing and employing individuals who are from minority backgrounds or who have a disability. All of the colleges and universities with a rehabilitation counseling curriculum in Missouri, Kansas, Iowa, Arkansas and Illinois give preference to students who are from minority backgrounds or who have a disability.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable

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requirements that apply to the profession or discipline in which such personnel are providing VR services; and

The Missouri Uniform Classification and Pay System for all RSB counselor positions are the highest standard in the state consistent with RSMO 337. All of RSB's counseling staff meets the existing standards. Rehabilitation Counselor positions are available in three tiers. The first is a Vocational Rehabilitation Counselor Trainee. This position requires a baccalaureate degree in a field of study reasonably related to vocational rehabilitation and one or more years of experience providing direct care, service or advocacy to individuals with disabilities; or one or more years of supervisory, managerial, and/or employee recruitment experience in a competitive integrated employment environment. The second tier is a Vocational Rehabilitation Counselor for the Blind. Education requirements are the same as the trainee position, however, additional experience is required which includes one year experience as a vocational rehabilitation trainee, Children's Specialist for the Blind, Rehabilitation Teacher for the Blind, or professional experience providing services and/or advocacy for individuals with disabilities. The third tier is the Senior Vocational Rehabilitation Counselor. Education requirements remain the same as the first two tiers, but requires three or more years of professional experience or possession of a current Certified Rehabilitation Counselor. The Uniform Classification and Pay System provides a competitive examination process for recruitment and retention of a qualified workforce. To be considered for employment in accordance with state personnel requirements, applicants must meet the established Uniform Classification and Pay System personnel qualifications.

All of RSB's vocational rehabilitation counseling staff currently meet the personnel requirements, which are consistent with 34 CFR 361.18. RSB will continue to coordinate with institutions offering graduate education in rehabilitation or related areas to ensure that classes are readily available, either in traditional programs or through use of the Internet and other non-traditional methodologies.

B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

RSB has a comprehensive professional development system to ensure that staff have the education and experience necessary to maintain a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

The Missouri Uniform Classification and Pay System provides a competitive process for recruitment and retention of qualified personnel. Vocational rehabilitation counselors must meet the minimum requirements consistent with RSMO 337 and 34 CFR 361.18. Newly hired VRC's complete onboarding training including policy and procedures, regulations, the vocational rehabilitation process, employer engagement, and training focused on eye conditions and other disabilities. Experienced personnel mentor newly hired personnel throughout the onboarding process.

The Department of Social Services uses the Employee Learning Center (ELC) for training enrollment, completion and reporting of ongoing and required departmental training. The ELC offers many training topics, some optional and some mandatory, such as basic orientation for new employees, policy updates, mental health, cyber security, and leadership development. MO Learning, which connects staff to LinkedIn learning courses, provides staff with additional professional development opportunities. DSS recently released the Team Member Training Portal to allow staff to enter and track professional development opportunities not captured in the ELC, including training completed through MO Learning. DSS may grant administrative leave to employees to pursue educational goals while continuing to work full-time for DSS. Employees may receive up to three (3) hours of administrative leave per week to attend approved classroom instruction held during the employee's normal work schedule.

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Team members receive ongoing training specific to vocational rehabilitation and a 21st century understanding of the evolving labor force. The annual Counselor Academy is targeted training based on feedback from staff and case review results. Sessions have included vocational rehabilitation processes, self-employment, AgrAbility, and training on the Missouri Economic Research and Information Center (MERIC) website. MERIC provides web-based statistical information for local labor market information. VRC's are able to utilize the local level data to assist clients in determining vocational goals, job development and job placement. The annual Governor's Conference on Economic Development provides training on the Missouri Dept. of Economic Development (DED) Regional Delivery Model and workforce development, the Governor's plan for economic stimulation, and top issues for the creation of new jobs and job investments. The Missouri Association of Workforce Development (MAWD) provides professional training on workforce development opportunities, new technologies, and enhanced partnerships toward developing a competitive workforce.

Assistive technology is essential for the success of RSB clients. VR staff receive ongoing training and individual consultation in the advances and use of assistive technology. RSB has an assistive technology specialist and coordinates with Missouri Assistive Technology, rehabilitation engineers and vendors to provide training and demonstrate advances in technology.

4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

RSB supports the attendance of staff members in graduate programs that would meet the criteria established in the standards, i.e., degrees in rehabilitation counseling, education counseling, social work or clinical psychology.

In addition to the academic training referenced above, RSB provides the following opportunities for staff to attain/retain expertise in their profession:

a. RSB has developed and maintains a training curriculum for all new personnel so that they are provided with the basic information needed to perform their jobs. This session includes training on:

—The Rehabilitation Act as amended by WIOA

—Regulations implementing the Rehabilitation Act Amendments

—Current research

—The Workforce Innovation and Opportunity Act

—Informed choice

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—Department of Social Services required staff training, such as Civil Rights and Cultural Diversity, HIPAA Privacy, HIPAA Security

—Diseases of the eye

—The rehabilitation process, including assessment, rehabilitation counseling and job development/placement

—RSB programs and policies

—Client Assistance Program

—Supported Employment, Self-Employment, Vocational Evaluation, and Placement manuals

—Use of Aware Electronic Case Management System

b. RSB participates in a system of supervisory training for new district office personnel. The district supervisor and administrative offices support assistant in each office provide a systematic orientation and training curriculum to new staff so that they can learn background information necessary to the area in which they will be employed and the clients they will serve.

c. RSB assigns an experienced vocational rehabilitation counselor to each new counselor to act as a mentor during their probationary period. This counselor is available to provide advice, on-the-job training in specific competencies, and guidance to the new counselor in their adjustment to RSB and the VR process. Other counselors provide peer support in assisting the new counselor in achieving a level of understanding and skills acquisition of the VR process. Central Office provides additional training to staff as necessary and as requested by local offices.

d. In addition to the above, when changes occur in legislation or regulation that effect the service delivery systems, staff are provided with training in order to implement the necessary changes.

e. RSB annually provides training opportunities for staff in topics applicable to job performance.

f. Upon their request, RSB allows rehabilitation technology and engineering vendors to conduct seminars in emerging technology and software items at district offices.

g. As a result of RSB's Quality Assurance Initiative, the RSB Counselor Academy was developed. The RSB Counselor Academy addresses both new orientation and developmental training for vocational rehabilitation counselors and district supervisors. One component of the RSB Counselor Academy is specific training in Motivational Interviewing (MI). Motivational Interviewing provides additional resources to field staff working with individuals to facilitate changing behaviors, ultimately leading to a successful employment outcome. RSB has placed the MI training via scenarios on DVD onto the agency intranet through the training application called the Employee Learning Center to allow for self-paced learning. Other sessions have focused on Comprehensive Assessment, IPE Development, the Self-Employment Resource Guide and Small Business Plans, and AgrAbility. RSB continued its Counselor Academy series of trainings in FFY 2015 and reinstated the training in 2019. RSB plans to hold Counselor Academy trainings twice each year. Topics include WIOA and implementing regulations, best practices in case management, small business planning and resources, assistive technology, Pre-Employment Transition Services, and performance indicators.

h. RSB annually supports staff attendance at conferences, webinars and seminars to the extent possible in order to broaden the scope of knowledge available to the staff. Some examples that we have attended or plan to attend include:

—Missouri Assistive Technology (MoAT) Power-Up Conference and TAP training—Benefits Planning

— Federal Services and Programs Powering Rural Small Businesses

—Business Enterprise Program national and regional conferences

—Monthly SSA claim reimbursement All VR Call

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—RSA hosted and sponsored national conferences

—National Federation of the Blind annual state conference

—Missouri Council of the Blind annual state conference

—Writing Business Plans

—Ethics Training

— Educational Education Advocacy and Law

—Missouri Association of Workforce Development

—Association for Education and Rehabilitation conferences

—RSB AWARE System Training

—National Clearinghouse of Rehabilitation Training Materials

—MACRT

—Association of Vision Rehabilitation Therapist Conference, including RSB presenting on Transition Services for Students

— VR Regional Leadership Academy

—Children's Vision Summit

—Youth Mental Health and First Aid

—Plan for Achieving Self—Support (PASS) Basics (webinar)

—Recognizing Mental Health and Substance Abuse in the Workplace

—MPACT Transition Summit

—Deafblind Awareness Training

—Missouri Economic Research and Information Center training opportunities

—WINTAC training opportunities

—WIOA webinars and conferences

—Customized Employment Training

i. RSB receives many periodicals regarding rehabilitation subjects. All publications are available to staff upon request, including:

—"The Vendorscope," a publication of the Randolph Sheppard Vendors of America

—Journal of Visual Impairment and Blindness

—Publications of the American Foundation for the Blind

—Publications of the National Federation of the Blind

—Publications of the American Council of the Blind

—Publications of RRTC's throughout the country

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B. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

RSB has a dedicated intranet website accessible to staff via its main website. The Employee Learning Center also houses some specific RSB training. RSB has a Training and Quality Assurance Manager that provides staff with information regarding available and upcoming training topics. RSB staff are also able to submit training topics and ideas to management staff.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

RSB utilizes staff with expertise in other languages and other modes of communication to work with clients with special communications needs in their district as needed. RSB has four bilingual staff, including Spanish, Hindi, Urdu, Punjabi, Bengali, and Arabic speakers. More frequently, when this expertise is needed, it is secured from family members or purchased from a third party. RSB may utilize a telephone service provided on statewide preferred use contracts. This resource offers a selection of vendors for various service areas, which allows connection to skilled interpreters to facilitate verbal communications between RSB staff and clients.

RSB currently has one staff member who is able to communicate using sign language. RSB provides sign language interpreters for all public meetings, hearings and forums upon request. TDD service is available at all RSB offices, either through on-site equipment or through Relay Missouri, a service of Missouri's Office of Administration.

RSB has the capability internally and through the Center for Braille and Narration Production at the Missouri State Prison to produce information in accessible media for staff and clients, including braille, large print, audio tape, and electronic formats. All information disseminated by the agency to staff with disabilities, as well as clients, is available in accessible media. In addition, 33.93 % of RSB's field staff providing direct client services can read at least Grade 1 Braille and 26.79% are proficient in and can teach Grade II Braille.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

a. HB401, signed into state law in 1999, created a Blind Student Task Force to advise the Department of Elementary and Secondary Education (DESE) on issues pertaining to children who are blind or visually impaired. RSB has appointment authority for one position on the Task Force.

b. RSB has conducted training in conjunction with DESE in transition and is part of a cooperative agreement with DESE and DVR to ensure the full participation of students with visual disabilities in high school vocational education programs and experiences.

c. Missouri State University (MSU) operates the only graduate education program for Teachers of the Visually Impaired in the state, and RSB continues negotiations with the Visually Impaired Programs professor to assist in recruitment of qualified Orientation and Mobility personnel as well as to further professional development opportunities for current staff.

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d. RSB and MVR have developed and implemented a memorandum of understanding (MOU) with institutions of higher education (IHEs) in the state. This MOU outlines each entity's responsibilities in the delivery of adaptive equipment and technological aids and appliances for students with disabilities in colleges and universities throughout the state.

j. Statewide Assessment

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. With the most significant disabilities, including their need for supported employment services;

Rehabilitation Services for the Blind (RSB), along with the State Rehabilitation Council for the Blind (SRC), continually assesses the rehabilitation needs of Missourians with visual disabilities on an annual basis as part of its state and strategic planning process. This is year two and three of the triennial process that culminates in a comprehensive summary of the data in order to ascertain the needs of individuals with vision disabilities throughout the state of Missouri. This assessment period covers the PY2017-2018. The next triennial assessment will be conducted PY 2019-PY2021. Conclusions and recommendations of this assessment are incorporated into RSB goals and priorities for the purposes of improving services to individuals with the primary disability of vision loss.

Rehabilitation Services for the Blind is not in an order of selection. RSB projects that funding for the 2020 and 2021 PY will meet the needs of all individuals who apply for services.

Data sets include:

1. Recipients of Blind Pension (BP) and Supplemental Aid for the Blind (SAB);

2. Recipients of SSI/SSDI who also receive other benefits from the DSA;

3. Recipients of Vocational Rehabilitation Services for blind and visually impaired;

4. Recipients of Independent Living Rehabilitation/Independent Living for Older Blind;

5. Recipients of Prevention of Blindness services;

6. Children reported eligible for the American Printing House for the Blind quota registration program;

7. Data elements contained within the Missouri Annual Blind/Visually Impaired Literacy Study December 2018 report; and

8. Additional fractional data sets from various sources include: the Annual Report of the SRC and results of the vocational rehabilitation client satisfaction survey conducted by the SRC; information gained from public hearings held throughout the state in conjunction with the quarterly SRC meetings; Federal Standards and Indicators; input gained from participation and presentations at the annual state conventions held by Missouri Council of the Blind and the Missouri Affiliate of the National Federation of the Blind; Quality assurance case reviews conducted by RSB; Quarterly analysis of case management data; analysis from client review proceedings; and Census data including American Community Survey and Labor data.

Analysis of data sets for PY 2017-2018:

1. Blind Pension (BP)/Supplemental Aid for the Blind (SAB): BP average monthly caseload for PY 2017 was 2876 and for PY 2018 was 2646. SAB average monthly caseload for PY 2017 was 980 and for PY 2018 was 999.

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2. SSI/SSDI recipients who are receiving other benefits from the DSA in the form of food stamps, TANF and child care: Average monthly caseload for PY2017 was 104,334 and PY2018 was 103,937.

3. Vocational Rehabilitation clients served during PY 2017 was1555 and for PY2018 was 1556. The average length of time on service from opening 02 to closure was 1284 days for PY2017 and 1399 days for PY2018.

4. Independent Living-State and Independent Living for Older Blind clients served during PY2017 was 1548 and for PY 2018 was 1502

5. Prevention of Blindness cases for PY 2017 totaled 463. Cases for PY 2018 totaled 500 of which 296 cases are currently open and 204 cases closed successful.

6. American Printing House statewide eligible registrants as of January 2018 were 1243, of which 1226 were 21 years of age and under, and as of January 2019 were 1250, of which 1223 were 21 years of age and under.

7. Self-employment closures in PY 2017 were 9.09% of the total 183 successful closures. Self-employment closures in PY 2018 were 7.98% of the total 188 successful closures.

8. The number of school age 5k-21 blind/visually impaired students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility during the 2016-2017 school year was 479 and for the 2017-2018 school year was 456. The number of blind/visually impaired students ages 3-5preK was 30 for 2016-2017 school year and for the 2017-2018 was 41.

9. The number of blind/visually impaired blind/visually impaired students with a four year graduation rate in the 2016-2017 school year was 21 with a 75.00% graduation rate, and 22 students with a 91.70% graduation rate for 2017-2018 school year.

10. During the 2016-2017 school year 76 blind and visually impaired students were referred to RSB through Department of Elementary and Secondary Education. During the 2017-2018 school 99 students were referred. The number of blind and visually impaired students referred for the first time to RSB has increased by 30.3% from the 2016-17 calendar year to the 2017-18 calendar year. The dramatic increase was due to enhanced partnering activities as a result of WIOA and also heightened awareness of RSB programs and activities.

11. The number of eligible students who received transition planning services with the cooperation of Missouri Vocational Rehabilitation or Rehabilitation or Rehabilitation Services for the Blind as part of their IEP for the 2016-2017 school year is 225 and for the 2017-2018 school year is 224.

RSB and the SRC have concluded the most common vocational rehabilitation services purchased were: Rehabilitation technology 31.38% of all purchased services for PY 2017 and 34.04% for PY 2018; Training, including College/University, Vocational, on-the job training, basic academic remedial or literary training and specific job readiness training, at 53.35% of all purchased services for PY 2018 and 51.27% for PY 2018; Maintenance (food, clothing, shelter) to support other VR services at 19.37% of all purchased services for PY 2017 and 14.80% for PY 2018; Assessment at 5.18% of all purchased services for PY 2017 and 6.04% for PY 2018; Diagnosis and Treatment of Impairments at 3.73% of all purchased services for PY 2017 and 3.80% for PY 2018; and Transportation Services to support other VR services at 2.16% of all purchased services for PY 2017 and 2.09% for PY2018. Augmentative Rehabilitation Services including teaching alternative techniques of Blindness in activities of daily living and orientation and mobility training are largely provided by RSB Rehabilitation Teachers and Mobility Instructors supplemented through fee for service contracts with six CRPs providing various support services. Supported employment needs are similar; however, with the addition of personnel qualified to work with blind/visually impaired clients in conducting community based vocational assessments, job development, job coaching, and extended support services. Employment services are provided through RSB's vocational counselors and employment services, including Supported Employment purchased through contracted CRPs.

Consideration of the numbers of clients served in the various programs listed above that fall into the categories of Most Significantly Disabled and Supported Employment-eligible without the need to revert to an order of selection, waiting list or financial needs testing, supports the concept that the service needs of most

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significantly disabled and SE clients are being met. This is consistent with the analysis of the SRC's client satisfaction survey which indicates RBS's ability to meet client needs. In PY 2017, RSB had a 97% satisfaction rate based on a 23% return rate of survey questionnaires sent to all closed cases. In PY 2018 the satisfaction rate was 91% with a 34% return rate.

RSB contracts with four community rehabilitation programs offering comprehensive personal vocational adjustment services, four of which have onsite residential services and one utilizes offsite residential settings, none of which have a waiting list, also supports the concept that services are available to meet the demand for blindness-specific services in the state. RSB has a service agreement with the Helen Keller National Center for Deaf-Blind Youths and Adults. RSB maintains contracts with 11 Community Rehabilitation Providers offering community employment services including Supported Employment Services to the most significantly disabled. Several of these community contract providers cover multiple districts.

B. Who are minorities;

Service rates for clients with disabilities who are also members of identified minority groups or that have traditionally been unserved or underserved have been very good compared to the statistical base in the state. The percent of Missouri population for 2018 reporting Black/African American is 11.80%. The percent of total served in the RSB vocation program reporting Black/African American is 33.12% PY 2017 and 32.90% for PY 2018. The percent of successful closures among this population is 25.67% for PY 2017 and 21.81% for PY 2018. The percent of Missouri population for 2018 reporting Hispanic or Latino origin was 4.30%. The percent of total served in the RSB vocational program reporting Hispanic or Latin origin was 2.89% for PY 2017 and 2.76% for PY 2018. The percent of successful closures among this population was 4.28% for PY 2017 and 3.72% for PY 2018. Minority income is greater than non-minority income in PY 2017, with average weekly earnings of $467.00, compared to $655.78 for non-minorities. Average weekly earnings for PY 2018 increased to $539.94 for minority populations compared to $520.40 for non-minorities. The percentage of the total served that reported ethnic/racial minority status was 37.68% in PY 2017 and 37.15% in PY 2018. These results generally support the concept that RSB's services, for individuals who are minorities and from unserved and underserved populations, generally satisfy their vocational rehabilitation needs.

C. Who have been unserved or underserved by the VR program;

RSB consistently advocates to extend quality services to the unserved and underserved. RSB contracts with the Helen Keller National Center to provide comprehensive personal and vocational adjustment services to individuals who are deaf-blind. RSB identified 26 individuals who received vocational rehabilitation services with dual diagnosis of vision and hearing loss in PY 2017 and PY 2018. RSB's policies and practices have fared well in serving the population of women in vocational rehabilitation programs. In PY 2017 48.30% of the total served were women and this percentage in PY 2018 was at 48.00%. Of the total successful closures in PY 2017, 48.13% were women and in PY 2018 women made up 47.34% of successful closures.

D. Who have been served through other components of the statewide workforce development system; and

RSB is committed to the partnership developed with the workforce development system in Missouri to provide employees trained for the 21st century workforce and to help individuals obtain employment that leads toward self-sufficiency. RSB provides training, joint referrals, and support to the job centers throughout Missouri. RSB remains committed to providing training and supports to the local job centers through individual vocational counselor and supervisor visits and on-demand training for job center staff. Training covers such topics as accessibility, RSB referral process, the use of assistive technology for the blind in employment and RSB services in general. With the Executive Director of the State Workforce Development Board on the SRC for the blind, RSB has access to educate the MOWDB team regarding RSB services and capabilities of the population served. RSB will continue working with all partners to develop innovative programs that serve common clients, to develop new ways to provide job creation, and to work cooperatively towards removing the stigma associated with having individuals with disabilities in the workplace. Improved common work needs

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assessments and referral processes to appropriate agencies will assist in the provision of services and success of clients served.

E. Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

For the school year 2016-2017 the Missouri Department of Elementary and Secondary Education has identified 375 blind or visually impaired student's ages 14-21 registered with the American Printing House potentially eligible for VR services, including pre-employment or other transition services, with one student exiting school without a diploma. For the school year 2017-2018, 456 blind or visually impaired students were identified, with one student exiting school without a diploma. For the 2018-2019 and 2019-2020 school years 458 and 457 blind or visually impaired students were identified.

.Services provided included Assessment, Diagnosis and Treatment of Impairments, Rehabilitation technology, College/University training, Vocational, on-the job training, basic academic remedial or literary training and specific job readiness training. Other services include those provided in-house by RSB Rehabilitation Teachers and Mobility Instructors such as teaching alternative techniques of Blindness in activities of daily living and orientation and mobility training. These are also supplemented through fee for service contracts with six CRPs providing various support services.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

RSB considers the current programs for community rehabilitation within the state as being sufficient to meet the current need. This sufficiency is supported by the fact that RSB contracts for employment services, including supported employment, with 11 contract providers, many of whom have multiple offices covering multiple districts. RSB also contracts with five contracted Community Rehabilitations Programs offering comprehensive personal and vocational adjustment to blindness training. There have been no waiting lists for either employment services or comprehensive personal and vocational adjustment training during the past year, nor is a waiting list projected.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act

Of the 457 students ages 14-21 identified by APH, 245 received transition planning services coordinated with RSB and IEP under the Individuals with Disabilities Act during the 2019-2020 school year. While Missouri law requires a joint referral process between RSB and the local educational authorities, parents must be informed of RSB services but may refuse to have their child referred to RSB for services. Services are provided in accordance to the interagency MOU with the Department of Elementary and Secondary Education that outlines services, responsibilities, and financial obligations for each party. RSB participates in the IEP planning process to coordinate and compliment the provision of VR services for eligible and potentially eligible students and services provided under the Individuals with Disabilities Education Act.

k. Annual Estimates

Describe:

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1. The number of individuals in the State who are eligible for services

The number of individuals in the State who will be eligible for services under this State Plan is estimated to be 1475 for PY 2022 and 1500 for PY 2023.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

The number of individuals who will receive services with funds provided under the VR program of the Act is estimated to be 1446 for PY 2022 and 1471 for PY 2023.

B. The Supported Employment Program; and

The number of individuals who will receive services with funds provided under the Supported Employment Program of the Act is estimated to be 29 for FY 20 and 29 for FY 21.

C. Each priority category, if under an order of selection.

The number of individuals who will receive services with funds provided under the Supported Employment Program of the Act is estimated to be 29 for PY 2022 and 29 for PY 2023.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Rehabilitation Services for the Blind is not under an order of selection.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

The total cost of services to individuals eligible to receive them under this State Plan is estimated to be $12,300,000 for PY2022 and $12,300,00 for PY 2023.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions

The following goals were jointly developed and agreed to by Rehabilitation Services for the Blind and the State Rehabilitation Council for the Blind following review of the comprehensive needs assessment referenced in Section (J). The goals appear in their order of priority.

Goal 1: Stabilize the downward trend in new applicants to 390 in PY 2024.

Baseline data:

The number of new applicants in each year since 2011 are as follows: FFY 2011 was 460; FFY 2012 was 455; FFY 2013 was 436; FFY 2014 was 430; and in FFY 2015 was 397. The RSB noted stabilization and a rise in the

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number of new applicants in PY 2017 through PY 2018. The number of applicants in PY 2017 was 334 and in PY 2018 it was 367.

Goal 2: Improve employment outcomes to enhance economic stability and self-sufficiency for clients who exit the VR program.

Baseline data: In PY 2017, RSB had a total of 187 successful VR case closures. The average hourly wage rate for these closures was $20.83 and the average annual wage rate was $31,417.23. In PY 2018, RSB had a total of 188 total successful VR case closures. The average hourly wage rate for these closures was $16.31 and the average annual wage rate was $27,205.65.

Goal 3: Develop and streamline the VR service delivery system to maintain consistency with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of services.

Goal 4: Increase the total number of individuals receiving pre-employment transition services to 247 in PY 2024.

Baseline data: In PY 2017 the total number of individuals receiving pre-employment transition services was 143 and in PY 2018 the total number was 186.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs

Supported employment needs are similar; however, with the addition of personnel qualified to work with blind/visually impaired clients in conducting community based vocational assessments, job development, job coaching, and extended support services. Employment services are provided through RSB's vocational counselors and employment services, including Supported Employment purchased through contracted CRPs.

Consideration of the numbers of clients served in the various programs listed above that fall into the categories of Most Significantly Disabled and Supported Employment-eligible without the need to revert to an order of selection, waiting list or financial needs testing, supports the concept that the service needs of most significantly disabled and SE clients are being met.

RSB consistently advocates to extend quality services to the unserved and underserved. RSB contracts with the Helen Keller National Center to provide comprehensive personal and vocational adjustment services to individuals who are deaf-blind.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

The most recent Comprehensive Statewide Needs Assessment period covers the PY2017-2018. The next triennial assessment will be conducted PY 2019-PY2021. Conclusions and recommendations of this assessment are incorporated into RSB goals and priorities for the purposes of improving services to individuals with the primary disability of vision loss.

RSB collects and analyzes data sets such as recipients of Vocational Rehabilitation Services for blind and visually impaired; Children reported eligible for the American Printing House for the Blind quota registration program; and Data elements contained within the Missouri Annual Blind/Visually Impaired Literacy Study December 2018 report.

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Additional fractional data sets from various sources include: the Annual Report of the SRC and results of the vocational rehabilitation client satisfaction survey conducted by the SRC; information gained from public hearings held throughout the state in conjunction with the quarterly SRC meetings; Federal Standards and Indicators; input gained from participation and presentations at the annual state conventions held by Missouri Council of the Blind and the Missouri Affiliate of the National Federation of the Blind; Quality assurance case reviews conducted by RSB; Quarterly analysis of case management data, types of services provided; analysis from client review proceedings; and Census data including American Community Survey and Labor data. Data further includes RSB's successful case closures and ongoing wage data.

B. The State's performance under the performance accountability measures of section 116 of WIOA; and

See section (l)(1)

C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

See section (l)(1)

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services

Rehabilitation Services for the Blind is not implementing an Order of Selection.

B. The justification for the order

Rehabilitation Services for the Blind is not implementing an Order of Selection.

C. The service and outcome goals

Rehabilitation Services for the Blind is not implementing an Order of Selection.

D. Time within which these goals may be achieved for individuals in each priority category within the order; and

Rehabilitation Services for the Blind is not implementing an Order of Selection.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities

Rehabilitation Services for the Blind is not implementing an Order of Selection.

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2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment

Rehabilitation Services for the Blind is not implementing an Order of Selection.

n. Goals and Plans for Distribution of title VI Funds

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services

RSB provides Supported Employment services through the use of contracted Supported Employment Service Providers (SESPs) located throughout the state. Supported employment services that may be purchased from SESPs begin after job placement and include task analysis, and time-limited individual and group job coaching. RSB expects to receive $40,600 in Title VI funds for FFY 2020. Title VI, Part B funds will only be used to purchase services through the contracted providers following evaluation identifying the client as being eligible for and in need of supported employment services. RSB will augment Title VI, Part B funds once those funds are exhausted.

A list of the contracted Supported Employment Service Providers and their main office locations are listed below:

—Alternative Community Training (ACT), Columbia, Missouri

—Alphapointe Association for the Blind, Kansas City, Missouri

—Center for Human Services. Sedalia, Missouri

—Community Living, Inc., St. Peters, Missouri

—Diversity Placement Services, Lee’s Summit, Missouri

—MERS Missouri Goodwill, St. Louis, Missouri

—Independence Center, St. Louis, Missouri

—Job Point, Columbia, Missouri

—Learning Opportunities/Quality Works, Inc., Monroe City, Missouri

—Metropolitan Employment & Rehabilitation Services, St. Louis, Missouri

—Preferred Family Healthcare, Springfield, Missouri

The supported employment program ensures that individuals with the most significant disabilities, including youth with the most significant disabilities, are afforded a full opportunity to prepare for, obtain, maintain, advance in, or re-enter competitive integrated employment, including supported employment. RSB will provide supported employment services to youth with the most significant disabilities for up to 24 months and will extend, if necessary, should these services be needed to achieve an employment outcome. WIOA permits DSU’s to utilize the funds reserved for supported employment to provide extended services to youth with a disability for a period of 4 years, or until an individual turns 25 and no longer meets the definition of a youth with a disability.

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RSB will continue to work closely with the Missouri Department of Social Services MOHealthNet Division and the Department of Mental Health (DMH) Behavioral Health and Developmental Disabilities (DD) divisions to ensure that youth with the most significant disabilities are receiving extended services. Services may include job monitoring and assessment of employment stability, establishment of peer and natural support environments, and coordination of specific services necessary to assist the individual to maintain employment. RSB will work closely with the DMH DD division utilizing home and community-based waivers to increase supported employment and extended services for youth with the most significant disabilities.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. The provision of extended services for a period not to exceed 4 years; and

Should extended services be needed to achieve an employment outcome it is identified based upon a determination by RSB of the individuals needs as specified in an IPE. On-going Support Services are provided upon job placement and is needed to support and maintain an individual with a most significant disability.

RSB provides Supported Employment Services to youth with the most significant disabilities for up to 24 months and will extend, if necessary. Extended Services do not exceed 4 years or until such time that a youth reaches the age of 25 and no longer meets the definition of a Youth with a Disability under 34 CFR 361.5(C)(58), whichever occurs first.

B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Ongoing support to the eligible individual is transferred to the local funding agency that has contracted with rehabilitation facilities to provide this support. Ongoing support may be provided by one or more extended services providers such as the Department of Mental Health, Senate Bill 40 Boards authorized by sections 205.968- 205.972, RSMo, Community Rehabilitation Programs (CRPs), other public and private agencies , or any other appropriate resource including natural supports (relatives, employers), after an individual has made the transition from RSB support.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities

The strategies to achieve goals and priorities identified in Attachment (I) were jointly developed and agreed to by Rehabilitation Services for the Blind (RSB) and the State Rehabilitation Council for the Blind (SRC) as follows:

Goal 1: Stabilize the downward trend in new applicants to 390 in PY 2024.

Baseline data:

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The number of new applicants in each year since 2011 are as follows: FFY 2011 was 460; FFY 2012 was 455; FFY 2013 was 436; FFY 2014 was 430; and in FFY 2015 was 397.The RSB noted stabilization and a rise in the number of new applicants in PY 2017 through PY 2018. The number of applicants in PY 2017 was 334 and in PY 2018 it was 367.

Strategies:

1. Continue to stabilize the average number served per year per caseload from the current 104 cases per counselor through efforts to address cases stalled in status 24 without action and cases where contact has been lost and all reasonable efforts to reestablish contact has been done.

2. Establish and implement minimum standards for frequency of client contact and measure that through regular and annual case reviews.

3. Each district office will be responsible for analyzing where referrals are coming from and target outreach efforts to major stakeholders and other environments where blind or visually impaired would likely come into contact with and absent from the database.

Goal 2: Improve employment outcomes to enhance economic stability and self-sufficiency for clients who exit the VR program.

In PY 2017, RSB had a total of 187 successful VR case closures. The average hourly wage rate for these closures was $20.83 and the average annual wage rate was $31,417.23. In PY 2018, RSB had a total of 188 total successful VR case closures. The average hourly wage rate for these closures was $16.31 and the average annual wage rate was $27,205.65.

Strategies:

1. Continue the Counselor Academy training every two years to ensure that RSB staff receive continuous, up-to-date, job specific training and skills enhancement.

2. Develop a counselor focus group to allow counselors to communicate and share information, solve problems, improve performance, build teamwork, and move projects forward. The focus groups will be led by the Vocational Rehabilitation Counselors and will have the RSB Director present to offer expertise and guidance as needed.

2. Continue to monitor and emphasize the data points of percent of new applicants who are unemployed at application and use of low incident placement strategies such as on-the-job training, supported employment, work experience, and targeted job placement.

3. Continue to emphasize learning appropriate alternative techniques of blindness critical to successful employment, such as orientation and mobility skills; alternative skills of blindness to access, store and retrieve print information; and personal care skills.

4. Develop and improve coordination and collaboration with core partners and local Workforce Development Boards to braid services and assist clients in obtaining employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities.

5. Enhance employer engagement activities to increase employer services and recruiting, hiring, retaining, and promoting individuals with disabilities.

Goal 3: Develop and streamline the VR service delivery system to maintain consistency with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of services.

Strategies:

1. Update administrative rule and continuously updated policy manuals based on federal guidance and WIOA requirements.

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2. Continue to update and provide high quality staff training and support on implementation of WIOA, effective case service processes, and skills necessary to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

3. Continue to update and adjust the annual case record review process that allows for improved staff training based on case review findings, consistent and collaborative approaches to improving delivery systems, and continuous adherence to WIOA requirements.

4. Enter into an agreement for State Wage Interchange System (SWIS) to access participating states wage record and employment verification information.

Goal 4: Increase the total number of individuals receiving pre-employment transition services to 247 in PY 2024.

Strategies:

1. Expand training for District Supervisors, Counselors, and Pre-Employment Transition Staff on the resource guide and provision of transition services.

2. Expand the use of Work Based Learning Experiences for those clients in school by increasing the number of vendors as needed, training staff to more appropriately and consistently use Work Based Learning, and improving the vendors' capacity to serve blind and visually impaired clients through RSB—provided materials.

3. Expand client and family awareness of the opportunity for work experiences through use of the toolkit and related resources as early as possible, via Pre-Employment Transition staff and Counselors.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis

RSB serves only blind and visually impaired individuals, so assistive technology services and devices are provided to almost every client throughout the VR process. Assistive technology services are provided throughout the state by contracted vendors who provide evaluation, consultation, assessments, training, installation, and modifications for clients and employers. Strategies designed to increase services to the transition population, as well as groups who are unemployed at entry into the VR program, rely heavily on successfully identifying assistive technology needs. RSB will promote the assessment and delivery of assistive technology devices through assessing client assistive technology needs as they relate to accessing, storing, and retrieving print information. RSB will also emphasize and increase the identification of assistive technology needs as early as possible by analyzing how assessments relate to and crossover in each aspect of training, such as daily living activities and orientation and mobility. Improved delivery of assistive technology services through these strategies will result in increased performance in the areas identified by RSB as priorities for PY 2019 and beyond.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program

Specific strategies that will be used to reduce cultural barriers and identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program include:

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• Requiring case recruitment activities for all staff to identify and serve new clients, including those who serve areas with large minority populations and those who have been unserved or underserved by the VR program.

• Requiring district offices to create and implement outreach plans to locate, gain access to, and serve minority populations and those who have been unserved or underserved by the VR program.

• Working together with partner agencies to develop joint referrals and best practices for recruiting staff from minority populations or from groups with an awareness of minority population needs and issues in order to increase RSB's success in outreach to minority communities.

• Improving the identification of and service to unserved or underserved populations through an increase in the number and quality of vendors to serve that population and train staff in identification and development of appropriate service plans for clients from that population.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services)

• Improve the identification of and service to students with disabilities through revisions in policy and process that target services to that population.

• Improve community outreach to schools, parents, students, advocacy groups, and other service providers on the availability of services for students with disabilities.

• Utilize the RSB Children's Services program in identification of and possibly providing services to potentially eligible students with disabilities.

• Continue to engage schools and participate in the IEP planning process and coordinate the provision of VR services and pre-employment transition services for students with disabilities in accordance with IDEA and the Rehabilitation Act of 1973 as amended, and the Interagency Memorandum of Understanding with the Department of Elementary and Secondary Education.

• Continue to participate in statewide initiatives developed to enhance transition services, such as the Missouri Blind Task Force and the Missouri Interagency Transition Team.

• Expand opportunities for work based learning experiences, potentially including group opportunities, offered year-round to students with disabilities.

• Expand training opportunities for training in workplace readiness activities and services for students with disabilities.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State

• Increase the number of community rehabilitation programs contracted to provide Supported Employment and Short Term Community-Based Employment Services when determined necessary.

• Provide staff development materials to assist the CRPs in training staff to work with blind and visually impaired client.

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• Provide training opportunities to include the provision of pre-employment transition services to students with disabilities and customized employment services.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA

The Missouri workforce development system comprised of all core WIOA partners has developed a Memorandum of Understanding on the implementation of WIOA and created the partnerships to begin developing common referrals, the braiding of services, and data sharing. These collaborative efforts will enhance access for individuals with disabilities and improve performance for all partners. Performance accountability measures under section 116 of WIOA are new to vocational rehabilitation and have not yet been measured. RSB met all required federal performance indicators during the past two years prior to WIOA. RSB will apply the same quality of service utilized in meeting those indicators to achieve the new performance measures and provide that level of quality while moving forward.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities

RSB has been an active partner of the Missouri workforce development system in the implementation of WIOA at the state level. At the local level, the strategy of requiring staff to undertake specific case recruitment activities to identify and serve new clients will increase RSB's visibility in the workforce development system. Specific work plans for each district office will include on-going contacts with workforce partners, attendance at local WDB meetings, publication of RSB's available services to individuals, as well as emphasis on RSB's role as a resource to workforce partners in accommodation and other disability-related issues.

8. How the agency's strategies will be used to:

A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Each of the strategies identified in this section are based on the results of the comprehensive needs assessment and have been selected to improve RSB's performance in one or more of the four stated goals. Publication of this plan to staff and the public, along with monitoring of the implementation of the plan by RSB executive and supervisory staff, will ensure that the strategies are widely distributed, have the greatest opportunity for input from stakeholders, and are accepted as strategic components to the improvement of services to RSB clients.

B. Support innovation and expansion activities; and

In PY 2020 and 2021 RSB plans to continue to support innovation and expansion. RSB provides support for the State Rehabilitation Council and Statewide Independent Living Council. This funding enables both councils to carry out their functions, including members' travel, supplies, and meeting expenses.

C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

RSB continues to provide for and improve services to individuals with disabilities that are also members of identified minority groups or that have been traditionally unserved or underserved. RSB consistently advocates to extend quality services to the unserved and underserved.

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p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals

Goal 1: Stabilize the downward trend in new applicants to 390 in PY 2024.

Baseline data:

The number of new applicants in each year since 2011 are as follows: FFY 2011 was 460; FFY 2012 was 455; FFY 2013 was 436; FFY 2014 was 430; and in FFY 2015 was 397.The RSB noted stabilization and a rise in the number of new applicants in PY 2017 through PY 2018. The number of applicants in PY 2017 was 334 and in PY 2018 it was 367.

Strategies:

1. Continue to stabilize the average number served per year per caseload from the current 104 cases per counselor through efforts to address cases stalled in status 24 without action and cases where contact has been lost and all reasonable efforts to reestablish contact has been done.

2. Establish and implement minimum standards for frequency of client contact and measure that through regular and annual case reviews.

3. Each district office will be responsible for analyzing where referrals are coming from and target outreach efforts to major stakeholders and other environments where blind or visually impaired would likely come into contact with and absent from the database.

Rehabilitation Services for the Blind continues to measure and track on a monthly basis new applicants to the vocational rehabilitation program. The dashboard provides data going back to 2008, and the number of new applicants had been trended downward every year until 2017. The number of new applicants in 2013 was 436 and by 2016 the number had reduced to 331. RSB has concluded that in PY 2017 the number of new applicants was 334 and in PY 2018 the number had increased to 367; therefore RSB has stabilized and began to increase the number of new applicants. Despite a pandemic year the number of applicants for PY 2020 increased to 284 from 269 in PY 2019.

The replenish rate focuses on quarterly statistics which are presented at Quarterly management meetings. Field staff have received training designed to improve verification of where referrals heard about RSB services to provide feedback for targeted outreach activities. Case finding project objectives are developed for each district office. One of the potential barriers to increasing new applicants is the average caseload size. Historical data shows that caseload size reached a high of 127 cases per caseload in the VR program. An increase in caseload size may act as a disincentive to increasing new referrals. Historical analysis indicated the length of time on service increased as a consequence of a poor economy and an increase in the number of individuals selecting a vocational goal requiring college level training. In an effort to overcome this barrier, RSB began redistricting to redistribute and clear caseloads, resulting in an equalization and reduction of the average caseload size. These efforts reduced caseload averages resulting in 120 cases per counselor in FFY 2013, 104 in FFY 2015 and 86 in FFY 2016. In PY 2017 the case load average was 91 and has remained at 91 for PY 2018.

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Therefore, RSB has been able to maintain a reasonable case load below the intended goal of 104. In PY 2019 the average caseload size was 82 cases per counselor. PY 2020 saw a drop in caseload sizes in part due to the pandemic. Caseload sizes have been managed using the ability to close cases stalled due to no fault of the client or staff (exempt) case closures. Cases whereby client contact has been lost have been managed to reduce time spent on cases that are unavailable for services

To offset the drop in caseload and to increase the replenish rate, district office staff are being trained on methods to increase the awareness of RSB. This includes participating in outreach events, conferences, and conventions, job fairs, health fairs, and employer engagement activities. In 2019 RSB worked with other stakeholders to provide for the "Talent Showcase" (Reverse Job Fair). All RSB District Supervisors continue to attend their local Workforce Development Boards meetings; and are involved in "Inclusion Committees" and local "Nexus" groups interacting with job seekers and businesses, and other ventures where individuals with disabilities may participate. In addition, District Supervisors participate in Cross Divisional Meetings where they share information regarding RSB with other divisions within the department.

A dashboard system was implemented in System 7 in the beginning of 2017 that displayed the number and/or percentage of cases for all field staff and managers where there had been no case note filed for 6 months. When the dashboard was initially implemented the percentage of cases without case notes for a period of 6 months was 20%; and on 6/30/2019 the percentage had reduced to 5%. In PY 2020 RSB changed the requirement for frequency of contact to 3 months. In September 2021 the rate for cases without a case note at 3 months was 8 percent. The 6 months was at 2 percent.

In FFY 2014 RSB began a coordinated effort with the State Rehabilitation Council in the development of a targeted marketing plan based on historical referral data. RSB identified historical data for a period of three years from FFY 2015 through FFY 2017. The data captured referral information including how applicants heard about RSB and who referred them to the agency. RSB has provided additional training to staff on referral data collection to enhance our understanding of where applicants were hearing about the agency and our vocational services. A three year analysis shows the number of referrals in FFY 2015 was 513 with 77.4% applying for services, FFY 2016 was 536 with 61.75% applying for services, and FFY 2017 was 493 with 76.06% applying for services. A recent analysis of PY 2018 data shows the number of referrals was 554 with 55.96% applying for services. For PY 2019 and PY 2020 the number of referrals was 545 and 529 respectively. The application rate in PY 2019 was 49.35 and in PY 2020 was 53.68. Thus, the total number of referrals remains consistently above 500 indicating that enhanced initiatives to heighten awareness of RSB services has improved client referrals. The requirement to serve potentially eligible students with a disability who have not yet applied for VR services could impact these numbers.

Goal 2: Improve employment outcomes to enhance economic stability and self-sufficiency for clients who exit the VR program.

In PY 2017, RSB had a total of 187 successful VR case closures. The average hourly wage rate for these closures was $20.83 and the average annual wage rate was $31,417.23. In PY 2018, RSB had a total of 188 total successful VR case closures. The average hourly wage rate for these closures was $16.31 and the average annual wage rate was $27,205.65.

Strategies:

1. Continue the Counselor Academy training every two years to ensure that RSB staff receive continuous, up-to-date, job specific training and skills enhancement.

2. Develop a counselor focus group to allow counselors to communicate and share information, solve problems, improve performance, build teamwork, and move projects forward. The focus groups will be led by the Vocational Rehabilitation Counselors and will have the RSB Director present to offer expertise and guidance as needed.

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2. Continue to monitor and emphasize the data points of percent of new applicants who are unemployed at application and use of low incident placement strategies such as on-the-job training, supported employment, work experience, and targeted job placement.

3. Continue to emphasize learning appropriate alternative techniques of blindness critical to successful employment, such as orientation and mobility skills; alternative skills of blindness to access, store and retrieve print information; and personal care skills.

4. Develop and improve coordination and collaboration with core partners and local Workforce Development Boards to braid services and assist clients in obtaining employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities.

5. Enhance employer engagement activities to increase employer services and recruiting, hiring, retaining, and promoting individuals with disabilities.

RSB has created and engaged in numerous training and skill building activities that are crucial in working towards improved employment outcomes. RSB provides Motivational Interviewing (MI) training to all vocational rehabilitation counseling staff and an MI training module has been placed on the Employee Learning Center as a mandatory training requirement. The Counselor Academy training in October 2012 provided specific training and maintenance focused on the comprehensive assessment and IPE development. RSB reinstated the Counselor Academy training in the fall of 2019 and plans to hold these trainings twice a year to ensure that RSB staff receive continuous, up-to-date, job specific training and skills enhancement. Training topics since Fall 2019 include documentation, self-employment, Business Enterprise Program, Transition Services, work based learning, benefits counseling, employer engagement, IEP, new technology, employability and soft skills. RSB developed a counselor focus group to allow counselors to communicate and share information, solve problems, improve performance, build teamwork, and move projects forward. The focus groups are led by the Vocational Rehabilitation Counselors and have the RSB Director present to offer expertise and guidance as needed.

RSB has also focused efforts on improved employment outcomes to clients who are deaf-blind. RSB continues to monitor the percent of new applicants who are unemployed at application and use low incident placement strategies, such as supported employment to enhance services and employment outcomes to deaf-blind clients. RSB also has a cooperative agreement with Missouri Division of Vocational Rehabilitation to jointly serve deaf-blind clients.

Rehabilitation Services for the Blind (RSB) joined in a pilot project with MVR, Department of Mental Health (DMH), and Community Rehabilitation Programs (CRP's) to expand customized employment opportunities for Missourians with disabilities. This flexible process is an individualized approach to employment planning and job development for one person at a time, one employer at a time. Its design personalizes the employment relationship between a candidate and employer to meet the needs of both.

In 2019, the group began piloting initial trainings by bringing together agency representatives from MVR, RSB, DMH, and contracted CRP's. Together the agencies trained vocational rehabilitation counselors and targeted case managers on key strategies, such as identifying and providing the right supports for a specific job. The agencies also trained CRP employment specialists on the goals and objectives for meeting client and employer needs including tactics, such as customizing job descriptions based on unmet needs. This collaboration is momentous in advancing service coordination designed to meet current and future workforce needs.

RSB has pursued opportunities to expand the coordination, collaboration, and the braiding of services with partners. RSB now has a local staff person attend all of the local board meetings. RSB executive staff meet with MVR quarterly to identify opportunities to partner and/or enhance service provisions. RSB executive staff are involved with multiple WIOA committees, and has a representative on the MAWD (Missouri Association for Workforce Development). RSB is involved with efforts to enhance provision of customized employment in the state and is working together with the core partners on a system to identify co-enrolled clients.

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RSB collaborates with the Training and Employment Administration of Missouri (TEAM). TEAM is an association of local Workforce Development Board (WBD) leaders serving as advocates for the workforce development system. TEAM holds monthly meetings allowing the opportunity for all WIOA partners and all local WBDs to come together at one time to discuss program updates and developments. This collaboration opens the door for wide-spread communication among partners throughout the state, cultivates local partnerships and serves as a conduit for agency alignment

Goal 3: Develop and streamline the VR service delivery system to maintain consistency with WIOA requirements and improve the quality, timeliness and effectiveness in the provision of services.

Strategies:

1. Update administrative rule and continuously updated policy manuals based on federal guidance and WIOA requirements.

2. Continue to update and provide high quality staff training and support on implementation of WIOA, effective case service processes, and skills necessary to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

3. Continue to update and adjust the annual case record review process that allows for improved staff training based on case review findings, consistent and collaborative approaches to improving delivery systems, and continuous adherence to WIOA requirements.

4. Enter into an agreement for State Wage Interchange System (SWIS) to access participating states wage record and employment verification information.

The VR policy manual was updated in PY 17 based on federal guidance and WIOA requirements. The update was completed by a group of administrative and field staff. All changes were made in cooperation and with the SRC approval. No public comments were received during the open comment period. Further updates to the policy manual were made in PY—19 and PY-21 respectively. Additionally the VR state administrative rule was updated in PY-21. All staff were required to review the policy manual updates.

A new staff training and quality control position was created in FY 16 to meet the new training requirements. This position has been creating new staff orientation training, blind immersion training, and coordinating training sessions to ensure personnel have a 21st century understanding of the evolving labor force. This includes trainings offered by MERIC that focus on labor markets and trends in Missouri. This position is also responsible for case reviews for adherence to federal and state requirements. In addition to training provided via the training and quality control position, RSB District Supervisor and Management staff have attended both the national CSAVR and NCSAB conferences. In addition Business Enterprise Program staff have attended national conferences such as SageBrush. Monthly checks are made in the electronic case management system for compliance with new federal time frames and service requirements. RSB is the second year of this four year strategy and will continue to make progress. RSB has entered into an MOU with the Missouri Department of Labor to access the UI wage database. RSB is evaluating the best options to begin using this wage data in the future.

The RSB review team has updated the process for annual review of case files by establishing a three tier review process in which district supervisors conduct monthly reviews of their staff case files, followed by the Assistant Deputy Director's monthly review of case files from selected district offices and finally an annual review by the review team of administrative staff. An updated Service Record Review Guide form has been developed to address each state and/or eligibility status of client case records. The annual review team also reviews case records previously reviewed by the district supervisors and Assistance Deputy Director to ensure RSB has a comprehensive understanding of the process. Each district office and reviewers participate in a debrief to discuss case review results. Benefits of this process include immediate feedback to staff lending insight into

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staff training needs, alignment of RSB processes, and continuous adherence to WIOA requirements. Subsequent training was developed based upon case review data and RSB counselor feedback. This training was provided in the Counselor Academy series of training for all counseling staff and District Supervisors.

Goal 4: Increase the total number of individuals receiving pre-employment transition services to 247 in PY 2024.

Strategies:

1. Expand training for District Supervisors, Counselors, and Pre-Employment Transition Staff on the resource guide and provision of transition services.

2. Expand the use of Work Based Learning Experiences for those clients in school by increasing the number of vendors as needed, training staff to more appropriately and consistently use Work Based Learning, and improving the vendors' capacity to serve blind and visually impaired clients through RSB—provided materials.

3. Expand client and family awareness of the opportunity for work experiences through use of the toolkit and related resources as early as possible, via Pre-Employment Transition staff and Counselors.

In PY 2020 the Transition Services Coordinator completed quarterly caseload reviews with the Vocational Rehabilitation Counselors and District Supervisors for all of the Students with a Disability. In addition the Transition Services Coordinator has conducted caseload reviews with each of the Children's Specialists for potentially eligible clients. Working in collaboration with the Training and Quality Assurance Manager the TS provided additional training to staff on areas of Pre-Employment Transition Services to increase awareness. This included training on the Pre-Employment Transition Guide.

The Transition Services Coordinator oversees transition services including Pre-Employment Transition Services for Students with a Disability. This position analyzed guidance and regulations and assisted in updating policy and developing services consistent with the new regulations. A Transition Resource guide was developed, which contains best practices for ensuring access to and utilization of Pre-Employment Transition Services by students with disabilities. The resource guide is available both to internal staff (vocational rehabilitation counselors, children's specialists, and district supervisors) as well as clients and those potentially eligible for services. The guide outlines best practices while providing distinct resources and specific examples for taking part in or providing pre-employment transition services. The Transition Services Coordinator has provided additional training to district staffs on topics including Pre-Employment Transition, and Actual Services.

In 2019 the Pre-Employment Transition Services Work Based Learning Agreement was updated. Updates included allow the use of group training classes for students as well as individual and group work based learning experiences. Students are provided Employment Readiness services including Job Exploration Counseling, Workplace Readiness Skills Instruction, and Instruction in Self-Advocacy. Work-Based Learning Experiences are provided to get hands on training in a real world environment with compensation of at least minimum wage. Training on the WBLE agreement and best practices was provided by the Transition Services Coordinator as part of the Counselor Academy, and additionally in the Counselor Focus Groups.

B. Describe the factors that impeded the achievement of the goals and priorities

The global pandemic of PY-2019 and PY-2020 contributed to the downward trend in overall referrals to the Vocational Rehabilitation program. Vocational Rehabilitation staff adjusted to various local restrictions by using alternative methods of contacting clients and stakeholders. This included virtual contacts, phone contacts, social distancing, etc. Staff trainings and meetings were conducted virtually, including the VR Counselor Academy series.

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

A. Identify the strategies that contributed to the achievement of the goals

When the Counselor Academy trainings were reinstated in the Fall of 2019 70% of the RSB Vocational Counselors had 2 years or less experience. Similarly at that time 50% of the RSB District Supervisors had 2 years or less experience. The reinstatement of the Counselor Academy series and other training opportunities such as the Counselor Focus Groups have been seen a positive effect on teamwork, problem solving, information sharing, timeliness, accuracy, and overall knowledge base of the Vocational Counseling staff.

B. Describe the factors that impeded the achievement of the goals and priorities

The PY 2019 and PY 2020 years saw a downward trend in referrals. Though this downward trend is a national trend that has occurred for the past several years, the PY 2019 and PY 2020 years saw the advent of a global pandemic. RSB continues to monitor trends and continues to develop new methods of case finding, service provision, and quality assurance.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA

RSB and RSA negotiated the Measurable Skill Gains (MSG) performance measure in the spring of 2020. The negotiated rate for PY 20 is 20.0% and for PY 2021 is 20.5%. RSB's MSG was reported at 74.3% for PY17 and 49.5% for PY18.

The remaining performance accountability indicators under section 116 of WIOA have not yet been negotiated or measured. Currently, RSB is collecting data necessary to create a baseline to use when RSA begins negotiating levels of performance for the remaining indicators. RSA has provided data indicating RSB's performance for PY 18 Median Earnings 2nd Quarter After Exit is $5720. The PY 18 Employment Rate Second Quarter After Exit is 68.5%, the highest rate for all blind agencies in the nation.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized

In PY 2018 RSB supported innovation and expansion activities by providing funding for the State Rehabilitation Council and Statewide Independent Living Council. Funding provided was necessary and sufficient for the Councils to carry out their functions, including members travel, supplies, and meeting expenses.

q. Quality, Scope, and Extent of Supported Employment Services

Include the following:

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1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities

Rehabilitation Services for the Blind (RSB) offers assessment, job development, task analysis, and time-limited individual and group job coaching leading to supported employment through 11 formal contracts with supported employment service providers. Other services available to clients with a goal of supported employment are the same as those available to clients receiving services under Title I. The supported employment program ensures that individuals with the most significant disabilities, including youth with the most significant disabilities, are afforded a full opportunity to prepare for, obtain, maintain, advance in, or re-enter competitive integrated employment, including supported or customized employment. Extended services may be provided to youth with the most significant disabilities for a period not to exceed four years or until the individual turns 25 and no longer meets the definition of a youth with a disability.

Supported employment services are available not only to individuals after leaving their secondary education program, but to students whose IEP and IPE include these services as part of their transition plan and whose school district signs a cooperative work experience program agreement with RSB.

RSB provides supported employment services in accordance with the RSB supported employment service policy and procedures consistent with federal requirements. These guidelines call for case review by Central Office personnel if a client is not ready for transition to extended services after nine months of job coaching. Authorization for additional job coaching may be issued upon Central Office approval of continuation of these services. The 24 month time line for supported employment services, under special circumstances, may be extended with the approval of the RSB State Office.

RSB provides ongoing technical assistance on issues of blindness, employer marketing, and adaptive technology to SESPs as requested.

2. The timing of transition to extended services

Transition to extended services occurs at the point job stabilization is reached. RSB defines "job stabilization" as follows: 1) employer satisfaction with productivity and social and work behaviors; 2) co-worker acceptance of the individual; 3) completion of training, adjustment and fading activities of the job coach; 4) IPE objectives have been met; and 5) the individual is suitably employed in competitive integrated employment and is satisfied with the job.

Extended services are available to youth with the most significant disabilities for up to 4 years, or until the individual turns 25 years of age and no longer meets the definition of a youth with a disability.

Vocational Rehabilitation (Blind) Certifications

States must provide written and signed certifications that:

1. The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by

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WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

Enter the name of designated State agency or designated State unit, as appropriate

Family Support Division, Rehabilitation Services for the Blind

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan [17], the Rehabilitation Act, and all applicable regulations [18], policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

Enter the name of designated State agency

Family Support Division, Rehabilitation Services for the Blind

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan [19], the Rehabilitation Act, and all applicable regulations [20], policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State

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regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7. The (enter the name of authorized representative below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

Enter the name of authorized representative below

Kim Evans

8. The (enter the title of authorized representative below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

Enter the title of authorized representative below

Director Family Support Division

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.
[18] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR
part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported

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employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

Certification Signature

Signatory information	Enter Signatory information in this column
Name of Signatory	Kim Evans
Title of Signatory	Director Family Support Division
Date Signed	02/25/2020

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: **The State Plan must provide assurances that:**

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes

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The State Plan must include	Include
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	

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The State Plan must include	Include
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who	

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The State Plan must include	Include
are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

Vocational Rehabilitation Program Performance Indicators

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

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The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline

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Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	18.0%	20.0%	18.0%	20.5%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

VII. Program-Specific Requirements for Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Temporary Assistance for Needy Families (TANF)

States that include TANF in the Combined State Plan must outline how the State will meet the requirements of section 402 of the Social Security Act including how it will:

(OMB Control Number: 0970-0145)

a. Conduct a program designed to serve all political subdivisions in the State (not necessarily in a uniform manner) that provides assistance to needy families with (or expecting) children and provides parents with job

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preparation, work, and support services to enable them to leave the program, specifically cash assistance, and become self-sufficient (section 402(a)(1)(A)(i) of the Social Security Act)

The Temporary Assistance (TA) cash program shall include requiring an applicant for or recipient of cash assistance to participate in work activities as defined in an individual employment plan.

Parents and needy caretaker relatives will not be referred as mandatory for work participation services but may be referred as a volunteer, in the following situations:

- Child only cases;
- Parents and needy caretaker relatives exempt for children under the age of twelve (12) weeks.
- Parents and needy caretaker relatives who are permanently disabled;
- Parents and needy caretaker relatives who are sixty (60) years of age or older;
- Parents and needy caretaker relatives who are needed in the home to care for a disabled individual; or
- Parents and needy caretaker relatives who received forty-five (45) months Temporary Assistance and are currently extended due to an existing hardship and not employment and training ready.

The eligibility requirements for the Temporary Assistance cash program shall include:

- Requiring an applicant or recipient of cash assistance to participate in work activities as defined in this plan with exclusions as provided;
- Requiring a recipient of assistance and each dependent child to be:
- a resident of the State of Missouri; and
- A citizen of the United States; or
- A qualified alien defined in 8 United States Code section 1641 residing in the United States for a period of five (5) years on or after August 22, 1996, except as provided in 8 United States Code section 1622(b).
- Public Law 111-118 enacted on December 19, 2009 provides that Iraqi and Afghan Special Immigrants are eligible for benefits to the same extent and for the same period as refugees pursuant to Section 207 of the Immigrations and Nationality Act. The new legislation supersedes Public Law 110-161 and Public Law 110-181, which granted certain Iraqi and Afghan immigrants special immigrant status under section 101(a)(27) of the Immigration and Nationality Act (INA) effective December 26, 2007 and was time limited. Provided that other eligibility requirements are met, Iraqi and Afghan Special Immigrants are eligible for benefits indefinitely.

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- Requiring an applicant for assistance to provide all Social Security numbers for each parent, caretaker, and child and requiring the applicant for or recipient of assistance to cooperate with Family Support Division to obtain Social Security numbers;
- The assistance provided under the Temporary Assistance Program is used for the benefit of the child or children;
- Recipients of Supplemental Security Income (SSI) shall not be eligible for Temporary Assistance. Their income, expenses, and resources are excluded when determining household eligibility. They are excluded for purposes of determining household size; and
- Meeting other eligibility requirements contained in this plan.

- Application for benefits and timely investigation of eligibility for benefits will be consistent with sections 208.060 and 208.070, RSMo. In Temporary Assistance cases where an eligible individual does not receive the first payment for the month in which the thirtieth day after application falls, a delayed payment will be made for that month and any later months that occur before the application was approved.

- The real and personal property considered in determining eligibility for Temporary Assistance shall be as follows:
- Real or personal property of any kind or character that is not excluded that the recipient owns or possesses, has an interest in, of which s/he is the record or beneficial owner, less encumbrances of record.
- An applicant may not own personal property with equity greater than one thousand dollars ($1,000), and a recipient who signs an IEP may not own personal property with equity greater than five thousand dollars ($5,000).
- Any combination of more than one thousand dollars ($1,000) for applicants and five thousand dollars ($5,000) for recipients who have signed IEPs will make the family ineligible.

- In determining eligibility for Temporary Assistance benefits real property that the family is making a good faith effort to sell shall be excluded. A claimant must provide proof of good faith effort as requested by Family Support Division. Good faith effort to sell includes the following:
- Listing the real property with a reputable real estate agent and cooperating in marketing the property. Cooperation in marketing the property includes acts such as showing the property and setting a realistic sales price;
- Publicly advertising the property for sale on no less than a weekly basis in a general newspaper, instead of listing the property with a reputable real estate agent;
- Accepting reasonable purchase offers, for example, reflecting a reasonable market value; and
- Initiating any legal action necessary to force a sale when other owners outside the Temporary Assistance cash assistance group do not wish to sell.

- "Earned Income" encompasses income in cash or in kind earned by a needy individual through the receipt of wages, salary, commissions, or profit from activities in which s/he is engaged as an

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employee or as a self-employed individual.

- Temporary Assistance shall be granted on behalf of an eligible child or children in otherwise eligible families. Temporary Assistance may be granted to the parents or other needy relatives caring for a child or children meeting all eligibility criteria, and who are deprived of parental support or care for the following reasons:
- Death;
- Continued absence from or never living in the home;
- Physical or mental incapacity of a parent;
- Divorce/separation;
- Desertion or abandonment;
- Need; or
- Confinement in a penal, medical, or custodial institution.

- The relative with whom a child may be living, in order to receive Temporary Assistance, including father, mother, grandfather, grandmother, brother, sister, stepfather or stepmother (but not their parents), stepbrother, stepsister, uncle, aunt, first cousin, first cousin of a parent, nephew, niece, adoptive father or adoptive mother, grandfather-in-law or grandmother-in-law (meaning the spouse of a second marriage of one of the child's biological grandparents), great-grandfather or great-grandmother (including great-great-grandfather or great-great-grand-mother), brother or sister of half-blood, adoptive brother or adoptive sister, brother-in-law or sister-in-law, uncle or aunt of the half blood, uncle-in-law or aunt-in-law, great-uncle or great-aunt (including great-great-uncle or great-great- aunt), and other relatives by adoption, in addition to those specifically mentioned here, may be considered eligible payees within the same degree of relationship as apply to blood relatives. The biological relatives of an adopted child may also continue to be eligible payees. A legal guardian may also serve as a payee for Temporary Assistance, and if the legal guardian is otherwise eligible, may be eligible for a cash payment.

- Home is interpreted to mean a family setting maintained or in the process of being established as evidenced by the assumption or continuance of responsibility for the child. Usually the child shares the family household with the parent or relative. A home exists as long as the parent or relative takes responsibility for the care and control of the child, even though circumstances may require temporary absence of either the child or the parent or relative from the customary family setting.

- For the purpose of the administration of Temporary Assistance payments shall be defined as payments by electronic or other means made to the payee at regular intervals. Temporary Assistance benefits will be paid monthly.

- Temporary Assistance benefits are delivered by Electronic Benefits Transfer or are directly deposited into a bank account and are made available monthly in advance. The schedule for availability of benefits is:

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- Benefits for cases in which the payee's birth month is January through March shall be available on the first day of the month;
- Benefits for cases in which the payee's birth month is April through June shall be available on the second day of the month;
- Benefits for cases in which the payee's birth month is July through September shall be available on the third day of the month; and
- Benefits for cases in which the payee's birth month is October through December shall be available on the fourth day of the month.

- Temporary Assistance benefits are to be used for the needs of the child(ren).

- Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited in the following locations:

- Any liquor store;
- Casino, gambling casino, gaming establishment;
- Retail establishment providing adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment purposes; and
- Any place mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

- Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited for the following items:

- Alcoholic beverages;
- Lottery tickets, gambling, bingo;
- Tobacco products;
- Controlled drugs without a valid prescription; and
- Any item mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

- Temporary Assistance Electronic Benefit Transfer transactions are blocked at the locations listed above based upon Merchant Category Codes (MCC) and Terminal ID. The MCC describes the type of business, and for businesses that provide multiple goods and services it reflects the greater percentage of the business. The MCC is assigned by the bank or financial institution that processed the business' application to start accepting bankcard payments. Terminal ID's have been identified to block specific ATM's that are placed in prohibited locations. Additional MCCs and Terminal ID's may be added or deleted at any time. The types of transactions blocked include:

- Credit or debit card service;

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- Automated teller machine;
- Point-of-sale terminals; or
- Any online system for the withdrawal of funds or processing of payment for merchandise or a service.

- Reports and individual transactions are reviewed using Fraud Navigator, a product of the Electronic Benefit Transfer vendor that recognizes patterns for fraud detection.

- Temporary Assistance recipients using Electronic Benefit Transfer transactions have access to use or withdraw assistance with minimal fees or charges. Access is available in any store that displays the QUEST Mark, or automated teller machine that displays the Quest Mark, Honor, or Shazam logos. Temporary Assistance Electronic Benefit Transfer transactions are not blocked at any retailer authorized as a vendor by the Food and Nutrition Service. Information regarding accessing benefits with no fees and when fees may apply are provided to each Temporary Assistance applicant and recipient, which includes the following information:
- No fee is charged for the first withdrawal at an automated teller machine. There is an $ .85 charge for each additional withdrawal;
- No fee is charged for purchases or cash withdrawal at a point-of-sale terminal.
- There may be additional surcharges by the retailer.

- Information regarding accessing Temporary Assistance benefits is publicly available in the form of a brochure at each agency office and on the internet at:

- https://mydss.mo.gov/temporary-assistance
- https://mydss.mo.gov/media/1096
- https://mydss.mo.gov/media/1091

- The agency will review on a case-by-case basis any recipient report of inability to access their cash assistance due to the restriction of use at these locations.

- Determining the Amount of Cash Payments:
- The following persons are considered members of the household for purposes of determining household size and Temporary Assistance grant, if eligible: eligible children under the age of eighteen (18), or age eighteen (18) and in secondary school or the equivalent vocational or technical school if expected to graduate; natural or adoptive parents of one or more of the eligible children; and any needy non-parent caretaker relative or related or unrelated guardian. The non-parent caretaker relative or the guardian, if found to be eligible for inclusion, has the option to be excluded from the assistance group.

- Consideration of Available Income

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- All income of the following persons in the household shall be considered in determining whether the children (including a stepchild and adopted child) are in need and, if so, the amount of that need:

- Eligible children;
- Biological or adoptive parents of one or more eligible children;
- Needy non-parent caretaker relative, or related or unrelated guardian, if s/he desires to be included in the assistance group and is eligible for inclusion;
- **Income of a stepparent living in the same home as such child which exceeds the sum of the first ninety ($90) dollars of the stepparent's earned income, the full need standard, payments by the stepparent to individuals claimed by him/her as dependents, and payments by the stepparent of court ordered alimony or child support;**
- A biological or adoptive brother or sister of an eligible child, if the brother or sister meets certain conditions and is living in the home;
- With respect to an eligible child who is living with a parent or legal guardian who is under age eighteen (18), the income of such minor parent's parents who are living in the home shall be included to the same extent that the income of a stepparent is included. The minor parent's parents' earned income shall be disregarded up to 100% of the federal poverty level; and
- Income of all other persons in the household will be considered in the amount made available to the household.
- In computing the income of an applicant or program recipient or of the household of which s/he is a member only the income that is available during the period under consideration shall be taken into account.

- Earned Income Exemption and Disregards: In determining the need and amount of grant for applicants for or program recipients in the Temporary Assistance program earned income exemptions will apply. These include:

- Standard Work Exemption – An amount for each employed person for all employment related expenses except child care. It includes employment related expenses such as taxes, transportation to and from work, work clothing, etc. The standard work exemption is ninety ($90).

- $30 Plus 1/3 Disregard – An amount for each employed person that is deducted after deducting the standard work exemption from adjusted gross income. The $30 plus 1/3 disregard is allowed for individuals that are employed when they apply for Temporary Assistance. The $30 plus 1/3 disregard is allowed for 4 consecutive months. Once the $30 plus 1/3 disregard is applied for 4 consecutive months, the individual is not eligible for the $30 plus 1/3 disregard until the individual has not received Temporary Assistance benefits for 12 consecutive months. An applicant's eligibility is determined without the $30 plus 1/3 disregard unless the applicant received a Temporary Assistance grant in at least one of the 4 months prior to the month of application, except when the applicant previously received the $30 plus 1/3 disregard for 4 consecutive months and has not been off Temporary Assistance for twelve (12) consecutive months.

- $30 Disregard – After receiving the $30 plus 1/3 disregard for four (4) consecutive months, the recipient is eligible for a continuance of the $30 earned income disregard for the next eight (8)

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months. The 8-month period begins with the month following the fourth consecutive month in which the $30 plus 1/3 disregard is applied. It ends with the eighth consecutive month regardless of whether the $30 disregard is actually applied to the person's earned income.

- Two-Thirds Disregard – An amount for each employed person that is deducted from the adjusted gross income for twelve (12) consecutive months. Once the two-thirds disregard is applied for 12 consecutive months, the individual is not eligible for the two-thirds disregard until the individual has not received Temporary Assistance for twelve (12) consecutive months. The two-thirds disregard is allowed only when an active Temporary Assistance individual becomes employed. An applicant's eligibility is determined without the two-thirds disregard. If an applicant received a Temporary Assistance grant in at least one of the 4 months prior to the month of application, they can receive the two-thirds disregard for the remainder of the 12 consecutive months, except when the applicant previously received the $30 plus 1/3 disregard for four (4) consecutive months and has not been off Temporary Assistance for twelve (12) consecutive months.

- New Spouse Disregard – When an active Temporary Assistance recipient gets married, the new spouse's income and resources are disregarded when determining continued eligibility for six months of consecutive receipt of Temporary Assistance. This is allowed once-in-a-lifetime for the TA recipient that marries, and applied to both parents in a two parent household that marry, if both are active TA recipients on the marriage date. This disregard excludes all income of the individual who is the new spouse of the TA recipient and will be used before other earned income disregards.

- 185% Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) without application of the earned income disregards equals or exceeds one hundred eighty five percent (185%) of the Standard of Need for a family of the same composition. There are no disregards or deductions allowed for the 185% Test other than overhead expenses for self-employment.

- Standard of Need Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) without application of the earned income disregards equals or exceeds the Standard of Need for a family of the same composition. The ninety ($90) standard work exemption, child care costs, and overhead expenses for self-employment are deducted from gross earnings in the Standard of Need Test.

- Percentage of Need Test: No family shall be eligible for Temporary Assistance benefits if for that month the total income of the family (other than Temporary Assistance benefits) after application of the earned income disregards equals or exceeds 34.526% of the Standard of Need. The ninety ($90) standard work exemption, child care costs, and two-thirds disregard or $30 plus 1/3 disregard, or $30 disregard, and overhead expenses for self-employment are deducted from gross earnings in the Percentage of Need Test.

- When considering an application for Temporary Assistance the income tests must indicate income below the respective standard. If determined eligible after the application of the tests in paragraphs 11, 12, and 13, the grant will be the deficit determined in the Percentage of Need Test.

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- In the payment of Temporary Assistance benefits the amount shall always be lowered to the nearest dollar interval.

- In Temporary Assistance cases the initial assistance payment benefit must be prorated when the case is approved in the same month as the filing of the application.

- Restitution and recovery may be required if at any time it is determined that a program recipient has received benefits to which s/he was not entitled because of a state or federal statutory or regulatory requirement.

- Transitional Employment Benefit is a fifty ($50) payment to families with earned income who are no longer eligible for Temporary Assistance benefits due to an increase in income, removal of an earnings disregard or an allowable expense deduction, or a household composition change which causes ineligibility due to income guidelines for Temporary Assistance provided—

- The family received Temporary Assistance cash benefits for at least one (1) month;
- There is a work eligible individual, as defined in 45 C.F.R.261.10, included in the family;
- Work eligible individuals in the family continue to meet the minimum work participation hours as outlined in 42 U.S.C. 607;
- The family continues to meet all other eligibility requirements contained in 13 CSR 40-2.300 through 13 CSR 40-2.370 with the exception of income.

- All earned income is disregarded in determining eligibility for Transitional Employment Benefit, but the eligible family must continue to meet the regular Temporary Assistance 185% Test, Standard of Need Test, and Percentage of Need Test.

- The family is eligible to receive the fifty dollar ($50.00) Transitional Employment Benefit payment for up to six (6) consecutive months as long as the family meets the requirements.

- There is no limit on the number of times a family may receive Transitional Employment Benefit payments as long as the family loses eligibility for Temporary Assistance as outlined above.

- The Transitional Employment Benefit is not included in the 45-month lifetime limit for Temporary Assistance as referenced in 42 U.S.C. 608.

- Families who receive Transitional Employment Benefits shall not assign to the Family Support Division in behalf of the state any rights to support from any other person on behalf of any member of the family.

- Temporary Assistance Cash Diversion Program is a single lump sum benefit an applicant may opt to receive instead of monthly Temporary Assistance benefits. This payment is intended to resolve a one-time financial need, and to prevent the family from becoming dependent upon monthly benefits. The process for applying for the Cash Diversion program is the same as applying for the Temporary

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Assistance program. To be eligible for Cash Diversion a household:

- Must be eligible for the Temporary Assistance Program; and
- Must meet a verified good cause reason. Acceptable reasons are: Involuntary loss of employment, catastrophic illness, domestic violence or human trafficking victim, or inability to care for the basic needs of their family due to an emergency event.
- The Cash Diversion payment's one-time lump sum amount is equal to the maximum benefit based on household size for a two (2) or three (3) month period. The head of household must state the amount of money that will satisfy their immediate need and what the money will cover.
- A family is not eligible for Cash Diversion if an adult in the household has reached his or her Temporary Assistance Cash benefit lifetime limit. Months that a family receives a payment under the Cash Diversion program do not count toward the Temporary Assistance Cash benefit lifetime limit.
- A head of household can only receive a total of five (5) Cash Diversion payments in his or her lifetime as the parent, caretaker, or guardian in the household. This counts Cash Diversion payments received in another state.
- A family can only receive one (1) Cash Diversion payment during a twelve (12)-month period. A family who has received the Cash Diversion payment cannot receive regular Temporary Assistance Cash benefits for the number of months equivalent to the months covered by the Cash Diversion payment.

b. Require a parent or caretaker receiving assistance to engage in work (defined by the State) once the State determines the parent or caretaker is ready to engage in work, or once he or she has received 24 months of assistance, whichever is earlier, consistent with the child care exception at 407(e)(2) (section 402(a)(1)(A)(ii) of the Social Security Act)

- Based on assessment, parents and needy caretaker relatives who are not otherwise exempt or temporarily excluded from participation will, in collaboration with a case manager, develop an Individual Employment Plan (IEP) to assist individuals in overcoming barriers to employment by developing a job readiness plan.
- Agencies that contract or have agreements with Family Support Division for work and training activities are responsible for placing families referred to them by Family Support Division in a work activity as outlined below. Federal, state and agency policy related to work activities, hours of participation; exemptions, exclusions, and good cause for not participating in a work activity are followed. In Missouri, work participation services are called Missouri Work Assistance (MWA).

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- The Family Support Division requires providers must make referrals to mental health providers, substance abuse service providers, domestic violence service providers, support groups, and any other entities to help recipients find appropriate resources and services to achieve the goal of employment and economic self-sufficiency. This collaboration is to be structured to include contacts and an infrastructure to facilitate access by Temporary Assistance recipients and their families.

- Missouri is using a "Best Interest of the Participant" approach when assisting participants.

- An individual in a single-parent family with a child age six or older is engaged in work if s/he participates an average of 30 hours per week.
- A single custodial parent or caretaker relative with a child under age six is engaged in core work activities if the individual participates in work activities for at least an average of 20 hours per week.
- If the individual is a single custodial parent caring for a child under age six and if the individual has demonstrated the inability to work as determined by the Family Support, the Family Support Division shall not reduce assistance because of the individual's refusal to engage in required work because of one or more of the following reasons:

- Unavailability of appropriate child care within reasonable distance from the individual's home or work site;
- Unavailability or unsuitability of informal child care by a relative or under other arrangements; or
- Unavailability of appropriate and affordable child care arrangements.

- Workforce Development Expansion Program: The workforce development program expansion projects funded through TANF will serve Food Stamp recipients with child(ren) at or below 185% of the Federal Poverty Level. The Food Stamp recipients will be enrolled in the SkillUP program which provides a variety of employment and training services through multiple providers to reduce and end the dependency on government benefits. These funds will also allow for short-term payment of services to ensure the participant's success, such as, childcare copayments; housing assistance; and utilities. This program meets TANF purpose 2.

c. Ensure that parents and caretakers receiving assistance engage in work in accordance with section 407 (section 402(a)(1)(A)(iii) of the Social Security Act). Consistent with the required strategic elements discussed in section II (a)(2) herein, provide a specific analysis of how the State's workforce development activities are addressing employment and training services for parents or caretakers receiving assistance

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- Work participation services will include, but are not limited to:
- Development of service/employability plan;
- Job readiness workshop activities;
- Skills training;
- Job Search assistance;
- Vocational skill assessments;
- Authorization of work related expenses and/or transportation expenses;
- Assistance with locating child care providers;
- Job development; and
- Development of work experience and transitional job opportunities.

- Unless expressly provided in the plan, a parent or caretaker receiving assistance must engage in work activities. The purpose of work participation services is to provide the necessary services and supports to assist Temporary Assistant recipients to be successful in obtaining employment that will lead to self-sufficiency.

- The following individuals, if eligible for assistance, are exempt from participating in work activities but may voluntarily participate:

- An individual claiming or receiving permanent and total disability and who has applied for or is receiving Old Age Survivor's and Disability Insurance (OASDI) benefits, Supplemental Security Income (SSI) benefits, or employer-sponsored disability insurance.
- Caretaker-payees sixty (60) years of age or older.
- Individuals who are needed in the home to care for a disabled individual in their household who has a physical or mental handicap.
- A single custodial parent caring for a child who has not attained twelve (12) weeks of age. A referral is sent to the provider to contact the client to determine if they want to volunteer.

EXCLUSIONS FROM WORK ACTIVITIES

- Individuals, if eligible for assistance, may be temporarily excluded from participating in work activities if they are victims of domestic violence; temporarily disabled; lack transportation or child care; or if they actively participate with a Children's Division plan.

GOOD CAUSE FOR NOT PARTICIPATING IN A MWA WORK ACTIVITY

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- If an individual in a family subject to work participation requirements fails to cooperate in developing the IEP, without good cause fails to comply with the IEP, or without good cause refuses to engage in a required work activity, the Family Support Division shall reduce the amount of assistance otherwise payable to the family by fifty (50%), if non-compliance continues a full family sanction is imposed.

- The following constitute good cause for failure to participate or accept employment:

- The employment would result in the family of the recipient experiencing a net loss of cash income. Net loss of cash income results if the family's gross income less necessary work-related expenses is less than the cash assistance the individual was receiving when the offer of employment was made. Gross income includes, but is not limited to, earnings, unearned income, and cash assistance;
- Court-required appearance or incarceration;
- Emergency family crisis that renders participation unreasonable;
- Breakdown in transportation arrangements with no readily accessible alternative means of transportation;
- Breakdown in child care arrangements or availability of child care not suited for special needs of the child for whom it is intended; or
- Lack of identified social services necessary for participation and set forth in the IEP. If the individual is a single custodial parent caring for a child under age six and if the individual has demonstrated the inability to work as determined by the Family Support, the Family Support Division shall not reduce assistance because of the individual's refusal to engage in required work because of one or more of the following reasons:
- Unavailability of appropriate child care within reasonable distance from the individual's home or work site;
- Unavailability or unsuitability of informal child care by a relative or under other arrangements; or
- Unavailability of appropriate and affordable child care arrangements.

- If the Division determines after an investigation that a participant is not cooperating with a work participation activity requirement, the Division shall schedule a face-to-face meeting with the participant to explain the potential sanctions and the requirements to end the sanction.

- The participant shall be given at least ten (10) business days' notice from the date of mailing of the meeting notice of the date, time and place designated by Division for the participant to appear. If the participant is unable to attend the meeting, the participant must contact the Division to reschedule the meeting prior to the scheduled meeting to request an alternative meeting date, time or place. The meeting must occur prior to or during the same calendar week as the original meeting, unless good cause exists.

- The participant shall have six (6) weeks from the first business day of the week following the meeting to comply with the work participation activity requirements as required by Division. The participant's

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TA benefits shall not be sanctioned during the six (6) week period.

- If the participant fails to appear for the scheduled face-to-face meeting they shall have six (6) weeks from the first business day of the week following the most recent scheduled meeting with Division to comply with the work participation activity requirements. The participant's TA benefits are not sanctioned during the six (6) week period. This six (6) week period is the conciliation period.

- If the participant does not comply with the work participation activity requirements during the six (6) week period the Division shall apply a sanction terminating fifty (50) percent of the full amount of TA benefit to the participant and the participant's family for a period of no more than ten (10) weeks.

- During this ten week period the participant shall remain in sanction status. To end the sanction the participant shall perform work participation activities for a minimum average of thirty (30) hours per week for four consecutive (4) weeks.

- Failure to complete these requirements will result in the participant's TA case being closed.

d. Take such reasonable steps as the State deems necessary to restrict the use and disclosure of information about individuals and families receiving assistance under the program attributable to funds provided by the Federal Government (section 402(a)(1)(A)(iv) of the Social Security Act)

- Officers and employees of the state of Missouri are prohibited, except as described below, from disclosing any information obtained by them in the discharge of their official duties relative to the identity of applicants for or recipients of benefits or the contents of any records, files and communication except in proceedings where the eligibility for benefit level of a recipient is called into question. The Family Support Division maintains a monthly report showing name and address of all recipients in each resource center and customer service center of the Family Support Division.

- No person, association, firm, corporation, or other agency shall make use of any name or list of names of recipients of cash assistance.

- Information can be released for the administration of any Federal or federally assisted program which provides assistance in cash, in-kind, or services directly to individuals on the basis of need.

e. Establish goals and take action to prevent and reduce out-of-wedlock pregnancies, with special emphasis on teenage pregnancies (section 402(a)(1)(A)(v) of the Social Security Act)

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Extended Women's Health Services Program

- As a part of Missouri's Medicaid 1115 Waiver, uninsured women losing MO HealthNet for Pregnant Women (Missouri's Medicaid Program for pregnant women) eligibility 60 days after the birth of their child will remain eligible for coverage of women's health services. The coverage continues for a maximum of one year any time Medicaid eligibility due to pregnancy expires. There is no income limit. Eligibility automatically extends following the current 60 day post -partum period. The recipient must not currently have insurance that provides coverage for physician's services and hospitalization. The requirement that health insurance not have been dropped in the last six months does not apply.

- Women in this category are eligible for a one year period for the following services only:
- Approved methods of contraception;
- Pap test;
- Pelvic exams;
- Sexually transmitted disease testing and treatment;
- Family planning, counseling, education on various methods of birth control, and;
- Drugs, supplies, or devices related to the women's health services described above, when they are prescribed by a physician or advanced practice nurse.

Personal Responsibility Education Program

- The Missouri Department of Health and Senior Services administers the Personal Responsibility Education Program (PREP) to support teen pregnancy prevention strategies to reduce out-of-wedlock births. PREP serves adolescents ages 12-19 in some of the highest need counties of Missouri by providing evidence-based teen pregnancy prevention education programs which also include addressing adulthood preparation topics.

Teen Outreach Program

- The Teen Outreach Program (TOP) is administrated by the Department of Health and Senior Services to replicate one of the few rigorously evaluated programs proven effective in increasing school success and protecting youth from risk factors that contribute to teen pregnancy and other negative health behaviors.

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Transitional Living Placement

- The Department of Social Services (DSS) supports a Transitional Living Placement (TLP) for foster children and troubled youth. This is a two-tiered program. The first tier, Transitional Living Placement- Group Home (TLG) provides an opportunity for older youth to practice life skills in order to live successfully in the community. TLG allows the youth to apply life skills training to actual daily living in a supervised setting. Ideally, TLG offers the youth the opportunity to transition smoothly from a more restrictive environment to a less restrictive setting based on their readiness.

- The second tier, Transitional Living Placement-Scatter Sites (TLSS), is for youth who demonstrate the ability to make responsible decisions, are able to maintain employment, and are aware of the financial and emotional demands of living on their own. These youth are able to practice 'real life' skills and prepare for their future in an apartment setting. Youth who participate in this tier receive support, but have less supervision than those in the TLG.

f. Conduct a program designed to reach State and local law enforcement officials, the education system, and relevant counseling services, that provides education and training on the problem of statutory rape so that teenage pregnancy prevention programs may be expanded to include men (section 402(a)(1)(A)(vi) of the Social Security Act)

- Law enforcement officers in the State of Missouri are mandated to receive 1,000 hours of training regarding sex crimes that includes extensive coverage of statutory rape. Because of their knowledge and training, the Department of Social Services (DSS) encourages the use of law enforcement to educate teen fathers, non-custodial fathers and young males participating in state sponsored or state supported programs. This resource is most beneficial to the programs established to address the reduction of out-of-wedlock births in Missouri that are wide spread throughout the state. This includes, but is not limited to, programs within the education system, Caring Communities, programs within DSS directed toward teens, and other DSS programs such as Child Support.

g. Implement policies and procedures as necessary to prevent access to assistance provided under the State program funded under this part through any electronic fund transaction in an automated teller machine or point-of-sale device located in a place described in section 408(a)(12), including a plan to ensure that recipients of the assistance have adequate access to their cash assistance (section 402(a)(1)(A)(vii) of the Social Security Act)

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- Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited in the following locations:

- Any liquor store;
- Casino, gambling casino, gaming establishment;
- Retail establishment providing adult-oriented entertainment in which performers disrobe or perform in an unclothed state for entertainment purposes; and
- Any place mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

- Transactions using Temporary Assistance benefits issued by Electronic Benefit Transfer are prohibited for the following items:

- Alcoholic beverages;
- Lottery tickets, gambling, bingo;
- Tobacco products;
- Controlled drugs without a valid prescription; and
- Any item mainly for or used by adults 18 or older and/or not in the best interest of the child or household.

- Temporary Assistance Electronic Benefit Transfer transactions are blocked at the locations listed above based upon Merchant Category Codes (MCC) and Terminal ID. The MCC describes the type of business, and for businesses that provide multiple goods and services it reflects the greater percentage of the business. The MCC is assigned by the bank or financial institution that processed the business' application to start accepting bankcard payments. Terminal ID's have been identified to block specific ATM's that are placed in prohibited locations. Additional MCCs and Terminal ID's may be added or deleted at any time. The types of transactions blocked include:

- Credit or debit card service;
- Automated teller machine;
- Point-of-sale terminals; or
- Any online system for the withdrawal of funds or processing of payment for merchandise or a service.

- Reports and individual transactions are reviewed using Fraud Navigator, a product of the Electronic Benefit Transfer vendor that recognizes patterns for fraud detection.

- Temporary Assistance recipients using Electronic Benefit Transfer transactions have access to use or withdraw assistance with minimal fees or charges. Access is available in any store that displays the QUEST Mark, or automated teller machine that displays the Quest Mark, Honor, or Shazam

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logos. Temporary Assistance Electronic Benefit Transfer transactions are not blocked at any retailer authorized as a vendor by the Food and Nutrition Service. Information regarding accessing benefits with no fees and when fees may apply are provided to each Temporary Assistance applicant and recipient, which includes the following information:

h. Ensure that recipients of assistance provided under the State program funded under this part have the ability to use or withdraw assistance with minimal fees or charges, including an opportunity to access assistance with no fee or charges, and are provided information on applicable fees and surcharges that apply to electronic fund transactions involving the assistance, and that such information is made publicly available (section 402(a)(1)(A)(viii) of the Social Security Act)

No fee is charged for the first withdrawal at an automated teller machine. There is an $ .85 charge for each additional withdrawal;

- No fee is charged for purchases or cash withdrawal at a point-of-sale terminal.
- There may be additional surcharges by the retailer.
- Information regarding accessing Temporary Assistance benefits is publicly available in the form of a brochure at each agency office and on the internet at:
- https://mydss.mo.gov/temporary-assistance
- https://mydss.mo.gov/media/1096
- https://mydss.mo.gov/media/1091
- The agency will review on a case-by-case basis any recipient report of inability to access their cash assistance due to the restriction of use at these locations.

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i. Indicate whether it intends to treat families moving from another State differently from other families under the program, and if so how (section 402(a)(1)(B)(i) of the Social Security Act)

- Families moving into the State from another state will be eligible for assistance in the same manner as any other resident of the State except that the State will not grant assistance for any month for which another state pays the family assistance under its Temporary Assistance for Needy Families (TANF) program.

j. Indicate whether it intends to provide assistance to non-citizens, and if so include an overview of the assistance (section 402(a)(1)(B)(ii) of the Social Security Act)

- Requiring an applicant or recipient of cash assistance to participate in work activities as defined in this plan with exclusions as provided;

- Requiring a recipient of assistance and each dependent child to be:

- A resident of the State of Missouri; and
- A citizen of the United States; or
- A qualified alien defined in 8 United States Code section 1641 residing in the United States for a period of five (5) years on or after August 22, 1996, except as provided in 8 United States Code section 1622(b).
- Public Law 111-118 enacted on December 19, 2009 provides that Iraqi and Afghan Special Immigrants are eligible for benefits to the same extent and for the same period as refugees pursuant to Section 207 of the Immigrations and Nationality Act. The new legislation supersedes Public Law 110-161 and Public Law 110-181, which granted certain Iraqi and Afghan immigrants special immigrant status under section 101(a)(27) of the Immigration and Nationality Act (INA) effective December 26, 2007 and was time limited. Provided that other eligibility requirements are met, Iraqi and Afghan Special Immigrants are eligible for benefits indefinitely.
- Requiring an applicant for assistance to provide all Social Security numbers for each parent, caretaker, and child and requiring the applicant for or recipient of assistance to cooperate with Family Support Division to obtain Social Security numbers;
- The assistance provided under the Temporary Assistance Program is used for the benefit of the child or children;

- The assistance provided under the Temporary Assistance Program is used for the benefit of the child or children;

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- Recipients of Supplemental Security Income (SSI) shall not be eligible for Temporary Assistance. Their income, expenses, and resources are excluded when determining household eligibility. They are excluded for purposes of determining household size; and

- Meeting other eligibility requirements contained in this plan.

k. Set forth objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how it will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process (section 402(a)(1)(B)(iii) of the Social Security Act)

- If a Temporary Assistance application is not acted upon within a reasonable length of time after the filing of the application or is denied in whole or in part, or if any benefits are canceled or modified and concurrently with each reinvestigation, the applicant or program recipient shall be notified in writing by the Family Support Division of his/her right to appeal to the Director. However, those program recipients receiving the maximum payment allowed by law will not be notified of their right to appeal on the basis of the amount of grant following the completion of a reinvestigation of their case. Procedure for the conduct of the hearings shall be simple, informal, and summary, but the rules of evidence as applied to civil cases in Missouri shall be applied.

- Within a reasonable time after the conclusion of a hearing the Director will render a decision, which will include a statement of the Findings of Fact and Conclusions of Law. A copy of the decision will be sent to the appellant by registered United States mail. A copy will also be mailed to the county Family Support Division office and to any duly authorized representative of the appellant.

- There is established the position of state hearing officer within the Division of Legal Services in order to comply with all pertinent federal and state laws and regulations. State hearing officers shall have authority to conduct state level hearings of a pre-determination or appeal nature; they shall serve as direct representatives of the Director. All decisions issued as a result of the hearing so conducted by the hearing officers shall be in the name of the Director. Although the hearing officers may be assigned to a certain area, this authority to conduct hearings shall be statewide. The authority of the hearing officers to conduct hearings shall apply to all programs administered by the Director.

l. Indicate whether the State intends to assist individuals to train for, seek, and maintain employment (Section 402(a)(1)(B)(v) of the Social Security Act)—

1. Providing direct care in a long-term care facility (as such terms are defined under section 1397j of this title); or

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2. In other occupations related to elder care, high-demand occupations, or occupations expected to experience labor shortages as, determined appropriate by the State for which the State identifies an unmet need for service personnel, and, if so, shall include an overview of such assistance.

- The Health Profession Opportunity Grant (HPOG) is a 5 year, 15 million dollar grant which will provide training opportunities to low-income individuals, specifically TANF recipients, in the high demand healthcare industry field which would include Certified Nurse Assistant (CAN) or other job classifications that are consistent with the Eldercare Workforce.

m. Provide for all MOE-funded services the following information: the name of the program benefit or service, and the financial eligibility criteria that families must meet in order to receive that benefit or service. In addition, for TANF MOE-funded services (co-mingled or segregated MOE) describe the program benefit provided to eligible families (SSP services do not have to include a description but the Department of Health and Human Services encourages it) (§263.2(b)(3) & §263.2(c) preamble pages 17826-7)

Missouri provides multiple programs for Missouri families that meet the four purposes of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Funding may be used for eligible low-income clients to support and encourage community development of local initiatives relating to services for families. Other program services may be provided to needy families or needy parents as defined elsewhere in the Plan. Programs that support families:

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- Alternatives to Abortion: The portion of funding serving families claimed for purposes of TANF MOE are those with family income not above 185% of the federal poverty level, and only allowable services for TANF funding. The goals of the Alternative to Abortion (A2A) program include: improving pregnancy outcomes by helping women practice sound health–related behaviors; improving child health and development by helping parents provide more responsible and competent care for their children so that children may be cared for in their own homes; and improving families' economic self–sufficiency by helping parents continue their education and find employment which will end their dependence on government benefits. Services are provided to pregnant women and families for up to one year following childbirth. This program meets TANF purpose 1 and 2.

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- Food Bank(s): The portion of funding claimed for purposes of TANF MOE are participants that include families with children 0 through 18 years of age whose family incomes are less than or equal to 185 percent of the Federal Poverty Guidelines. The Food Banks provide food to emergency food programs, which include local food pantries, soup kitchens, and short–term emergency shelters. This program meets TANF purpose 1.

- Missouri Work Assistance (MWA): The portion of funding claimed for purposes of TANF MOE provides services to families receiving Temporary Assistance (TA) to assist them in engaging in job preparation and work activities. The goal is for families to become independent of the need for cash assistance. The MWA program provides services which include the provision of training, education, and employment preparation that will lead to employment within the shortest time possible. An assessment is completed to identify strengths and resources, identify and remove barriers, and prepare and assist them in securing and maintaining employment and self-sufficiency. This program meets TANF purpose 2.

- Parents as Teachers: The portion of funding claimed for purposes of TANF MOE provides services of the program to all parents, regardless of income and/or resources. This program focuses on teaching parents about child development and how to promote learning by their children. It provides activities they can do with their child, and provides resources to the parent not otherwise available. By participating in this program, parents are able to provide a safe, secure, structured home environment that promotes the family and responsible parenting. This program meets TANF purpose 1.

- Summer Food Service Program: The Summer Food Service Program (SFSP) funding claimed for TANF MOE helps assure that eligible families have access to nutritious meals during the summer months. By providing meals with an increased nutrient value SFSP helps reduce the families risk for health problems which enhances the learning capacities of children and their parent(s). The program also improves the quality of the summer programs offered in areas of economic need. This program meets TANF purpose 1.

- Utilicare Program: The portion of funding serving families with children under 18 years of age are claimed for purposes of TANF MOE. The Utilicare program helps families with income below 135% of the federal poverty level meet their immediate energy needs. Priority is given to families with disabled household members and children under 5 years of age. The program provides utility assistance to needy families. These families have limited resources for living expenses and may be at risk of termination of utility service and/or eviction. Utilicare helps ensure these children may be cared for in their own homes, providing parents with assistance that will help them to become self–sufficient. This program meets TANF purpose 1.

TANF Certifications

States that include TANF in the Combined State Plan must provide a certification by the chief executive officer of that State, that during the fiscal year, the State will:

The State Plan must include	Include
1. Operate a child support enforcement program under the State Plan approved under part D. (section 402(a)(2) of the Social Security Act);	Yes

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The State Plan must include	Include
2. Operate a foster care and adoption assistance program under the State Plan approved under part E, and that the State will take such actions as are necessary to ensure that children receiving assistance under such part are eligible for medical assistance under the State Plan under title XIX. (section 402(a)(3) of the Social Security Act);	Yes
3. Specify which State agency or agencies will administer and supervise the program referred to in paragraph (1) for the fiscal year, which shall include assurances that local governments and private sector organizations (section 402(a)(4) of the Social Security Act)—	
3. (A) have been consulted regarding the plan and design of welfare services in the State so that services are provided in a manner appropriate to local populations; and	Yes
3. (B) have had at least 45 days to submit comments on the plan and the design of such services;	Yes
4. Provide each member of an Indian tribe, who is domiciled in the State and is not eligible for assistance under a tribal family assistance plan approved under section 412, with equitable access to assistance under the State program funded under this part attributable to funds provided by the Federal Government. (section 402(a)(5) of the Social Security Act);	Yes
5. Establish and enforce standards and procedures to ensure against program fraud and abuse, including standards and procedures concerning nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State program, kickbacks, and the use of political patronage. (section 402(a)(6) of the Social Security Act);	Yes
6. (optional) Establish and Enforcing standards and procedures to (section 402(a)(7) of the Social Security Act).—	
6.i. screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;	No
6.ii. refer such individuals to counseling and supportive services; and	No
6.iii. waive, pursuant to a determination of good cause, other program requirements such as time limits (for so long as necessary) for individuals receiving assistance, residency requirements, child support cooperation requirements, and family cap provisions, in cases where compliance with such requirements would make it more difficult for individuals receiving assistance under this part to escape domestic violence or unfairly penalize such individuals who are or have been victimized by such violence, or individuals who are at risk of further domestic violence.	No

Employment and Training Programs Under the Supplemental Nutrition Assistance Program (Programs Authorized Under Section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

a. General Requirements [27]

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan

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available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

[27] 7 CFR § 273.7(c)(6)

1. The nature of the E&T components the State agency plans to offer and the reasons for such components, including cost information. The methodology for State agency reimbursement for education components must be specifically addressed;

1. **The nature of the E&T components the State agency plans to offer and the reasons for such components, including cost information. The methodology for State agency reimbursement for education components must be specifically addressed;**

- SNAP, which is referred to as Food Stamps in Missouri, will keep the combined state plan at the Missouri Department of Social Service Family Support Division's main office: 615 Howerton Court; Jefferson City, Missouri 65109. This plan is and will continue to be available for review upon request.
- The Department of Social Services (DSS), DSS Work and Community Programs administers SkillUP. The mission of the Department of Social Services is to maintain or improve the quality of life for Missouri citizens. The DSS Work and Community Programs' mission is to maintain and strengthen Missouri families.
- SkillUP is Missouri's Employment and Training (E&T) program for Food Stamp recipients. SkillUP provides job search, job search training, education, skills training, intensive case management, and supportive services to Food Stamp recipients not participating in the state's Temporary Assistance for Needy Families (TANF) program.
- The DSS Work and Community Programs has contracts or agreements with Missouri's Workforce Development Boards (WDBs), the Missouri Community College Association (MCCA), Area Resources for Community and Human Services (ARCHS), Missouri Community Action Network (Missouri CAN), Mississippi Caring Communities (MCC), MERS Goodwill Excel Centers (Adult High Schools) to operate SkillUP. In addition, services are provided through MWA providers including Equus, MERS Goodwill, LINC, Family Workforce Centers of America (FWCA), and Better Family Life (BFL).
- All of the partners utilize the Division of Workforce Development's (DWD) case management system called MoJobs to serve SkillUP participants. Providers identify potential SkillUP participants in MoJobs as DSS Work and Community Programs interfaces with this system to provide all Volunteers/ABAWDs and case closures. All providers verify the client is eligible through the MoJobs system which reflects eligible participants. If there are any questions regarding potential eligibility, providers contact DSS Work and Community Programs for eligibility verification. If the person is not eligible, providers will refer clients to the Job Center of the client's choice and other community resources.
- The DSS Work and Community Programs service model for FY2020 continues to focus on providing services to the unemployed and under-employed that results in rapid attachment to work and reduces or effectively eliminates the need for public assistance. In instances where a participant requires training or a certificate for a specific skillset, provider continue to utilize short term classes.
- All SkillUP participants must complete an intake process that is documented in MoJobs including: completing an employability assessment; receiving Labor Market Information (LMI) and beginning an Employment Plan.
- Components offered are:

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Non-Education, Non-Work Components

Job Search Training

- Description of Component: This component strives to enhance the job readiness of participants by providing instruction in job seeking techniques and increasing motivation and self–confidence. This may consist of employability assessments, job placement services, or other direct training or support activities. The job search training component may combine job search activities with other training and support activities.
- Geographic area: Statewide
- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count):
- Anticipated monthly cost:
- Provider(s) of component: MCCA, ARCHS, ResCare, MERS Goodwill, LINC, FWCA, Workforce Development Boards, SMWP and BFL
- Outcome Reporting Measure(s): % of participants that obtained employment within 2 months
- % who started component but were later referred to another component

Supervised Job Search

- Description of Component: Supervised Job Search – The contractor staff provide supervised job search at state approved locations. All state approved locations are under contract through DSS Work and Community Programs either directly or as a sub-recipient. This job search may be routinely offered based on need. This component should be appropriately paired with other components based on the participant's need. However, it is understood that in certain instances this may be the right path for the participant as a stand-alone component.
- Geographic area: Statewide
- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count): 19
- Anticipated monthly cost: $285
- Provider(s) of component: MCCA, ARCHS, ResCare, MERS Goodwill, LINC, FWCA, Workforce Development Boards and BFL
- Outcome Reporting Measure(s): % of participants that obtained employment within 2 months

Job Retention Services

- Description of Component: All providers make a good faith effort to contact participants who obtain employment within the first 30 days after employment. In addition, all providers enroll eligible E&T participants in the job retention component, including providing information on what services can be provided once a job is obtained. Participants develop a rapport with their case managers and often contact them post-employment, in addition to MoJobs tracking the participant for 90 days post exit. DSS Work and Community Programs has access to all reports in MoJobs and periodically does desk monitoring on different areas. Job retention services may include follow-ups, transportation related expenses and work related expenses.
- Geographic area: Statewide

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- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count): 10
- Anticipated monthly cost: $200
- Provider(s) of component: MCCA, ARCHS, ResCare, MERS Goodwill, LINC, FWCA, Workforce Development Boards and BFL
- Outcome Reporting Measure(s): % of participants that retained employment beyond 90 days

Education Components

Education

- Description of Component: This component includes educational programs or activities to improve basic skills and increase employability. Such programs include Adult Basic Education (ABE), basic literacy, English as a Second Language (ESL), HiSET, and post-secondary education. The purpose of post-secondary education is academic and the curriculum is designed primarily for students who are beyond the compulsory age for high school. Only educational components that establish a direct link to job–readiness can be approved. Federal E&T funds cannot take the place of nonfederal (i.e. State, local) funds for existing educational services. Federal financial participation for operating education components may be authorized only for costs that exceed the normal cost of services provided to persons not participating in SkillUP.
- Geographic area: Statewide
- Target audience: ABAWDs and Volunteers
- Anticipated monthly participants (unduplicated count): 10
- Anticipated monthly cost: $2,000
- Provider(s) of component: MCCA, ARCHS, ResCare, MERS Goodwill, LINC, FWCA, Workforce Development Boards, and BFL
- Outcome Reporting Measure(s): Course completion, Wages from the 2nd and 4th quarter after exiting the program

Vocational Training

- Description of Component: The Vocational Training component improves employability of participants by providing training in a specific skill or trade that allows the participant to move directly into employment. Participants who enroll in this training can receive a credential, certificate, or may have to complete additional trainings before certification.
- Geographic area: Statewide
- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count): 25
- Anticipated monthly cost: $25,000
- Provider(s) of component: MCCA, ARCHS, ResCare, MERS Goodwill, LINC, FWCA, Workforce Development Boards, and BFL
- Outcome Reporting Measure(s): Course completion, Wages from the 2nd and 4th quarter after exiting the program

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Work Components

Entrepreneurial Training

- Description of Component: This component improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture. Participants in this component must be assessed thoroughly to determine they have the ability to build, maintain and grow a small business while gaining financial independence. A detailed business plan including all costs associated with starting a new business must be contained in the Employment Plan.
- Geographic area: Statewide
- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count):
- Anticipated monthly cost:
- Provider(s) of component: Contracted with all Providers
- Outcome Reporting Measure(s): Course Completion, Wages from the 2nd and 4th quarter after exiting the program

Work Based Learning

- Description of Component: Work-based learning is designed to improve the employability of participants through actual work experience and/or training and to enable them to move into regular employment. Work experience assignments may not replace the employment of a regularly employed individual. Participants in on-the-job training or individuals employed in programs and activities under this title shall be provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work. It is permissible to place SkillUP participants in work experience positions with public and private sector entities. This may include, On-the-Job training paid to the employer through SkillUP. DSS Work and Community Programs will not use E&T funds to subsidize the wages of E&T participants.
- Geographic area: Statewide
- Target audience: Volunteers
- Anticipated monthly participants (unduplicated count): 1
- Anticipated monthly cost: $200
- Provider(s) of component: Contracted with all Providers
- Outcome Reporting Measure(s): Wages from the 2nd and 4th quarter after exiting the program

2. An operating budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan. Any State agency that requests 50 percent Federal reimbursement for State agency E&T administrative costs, other than for participant reimbursements, must include in its plan, or amendments to its plan, an itemized list of all activities and costs for

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which those Federal funds will be claimed, including the costs for case management and casework to facilitate the transition from economic dependency to self-sufficiency through work. Costs in excess of the Federal grant will be allowed only with the prior approval of FNS and must be adequately documented to assure that they are necessary, reasonable and properly allocated. A State must submit a plan amendment to request budget adjustments at least 30 days prior to planned implementation;

2. An operating budget for the Federal fiscal year with an estimate of the cost of operation for each Federal fiscal year covered by the Combined Plan. Any State agency that requests 50 percent Federal reimbursement for State agency E&T administrative costs, other than for participant reimbursements, must include in its plan, or amendments to its plan, an itemized list of all activities and costs for which those Federal funds will be claimed, including the costs for case management and casework to facilitate the transition from economic dependency to self-sufficiency through work. Costs in excess of the Federal grant will be allowed only with the prior approval of FNS and must be adequately documented to assure that they are necessary, reasonable and properly allocated. A State must submit a plan amendment to request budget adjustments at least 30 days prior to planned implementation;

Funding Source	Administrative Costs	Participant Reimbursement Costs	Total
Federal Allocation			
100%	$1,530,996	$0	$1,530,996
50/50 Administrative reimbursements	$0	$0	$0
50/50 Participant reimbursements	$0	$0	$0
Pledge/ABAWD	$0	$0	$0
Match Funds			
State Agency	$0	$0	$0
County (total)	$0	$0	$0
Third party partner *(MERS Goodwill Adult High Schools/Excel Centers)*	$0	$747,785	$747,785
Community based partner *(note name)*	$0	$0	$0
Community college *(MCCA)*	$0	$200,000	$200,000
Alternate funding			
Direct foundation *(note name)*	$0	$0	$0
Employer grants *(note name)*	$0	$0	$0
Cash incentives *(note name)*	$0	$0	$0
Other (TA Allowable Expenses)	$18,047,000	$0	$18,047,000

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Operating Budget for Administrative Costs

	Federal Allocation	Match Funds	Alternate Funding	Total
Direct Costs:				
a) Salary/wages	$0	$0	$0	$0
b) Fringe Benefits Approved Fringe Benefits Rate Used ____% *(See Appendix A)*	$0	$0	$0	$0
c) Contractual Costs (Admin Only)	$1,530,996	$947,785	$18,047,448	$20,526,229
d) Non-capital Equipment and Supplies	$0	$0	$0	$0
e) Materials	$0	$0	$0	$0
f) Travel	$0	$0	$0	$0
g) Building/Space	$0	$0	$0	$0
h) Equipment & Other Capital Expenditures	$0	$0	$0	$0
TOTAL DIRECT COSTS	$1,530,996	$947,785	$18,047,448	$20,526,229
Indirect Costs:				
i) Indirect Costs Approved Indirect Cost Rate Used:_____% *(See Appendix B)*	$0	$0	$0	$0
In-kind Contribution				
j) State in-kind contribution	$0	$0	$0	$0
TOTAL ADMINISTRATIVE COSTS				

Operating Budget for Participant Reimbursement

	Federal Allocation	Match Funds	Alternate Funding	Total
Dependent Care *(including contractual costs)*	$0	$0	$0	$0
Transportation & Other Costs *(including contractual costs)* *Missouri Community College Association*	$290,000	$200,000	$0	$490,000
State Agency Cost for Dependent Care Services	$0	$0	$0	$0
TOTAL	$290,000	$200,000	$0	$490,000

3. The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with

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which the State agency plans to reevaluate the validity of its exemptions;

3. The categories and types of individuals the State agency intends to exempt from E&T participation, the estimated percentage of work registrants the State agency plans to exempt, and the frequency with which the State agency plans to reevaluate the validity of its exemptions;

- Missouri follows the federal exemptions allowed by FNS which include: under the age of 16 or over the age of 59; physically or mentally unfit for employment; subject to and complying with work requirements for other programs (i.e. TANF); caretaker for dependent child(ren) under age 6 or needed in the home to care for an incapacitated individual; receives unemployment compensation; participates in a drug or alcohol treatment program; employed 30 hours a week or more; a student enrolled at least half time.
- Estimated Number of Work Registrants Exempt from E&T: 58,443 or approximately 41%.
- Validity of exemptions are reviewed a minimum of yearly.

4. The characteristics of the population the State agency intends to place in E&T;

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- SkillUP will serve Abled Bodied Adults without Dependents (ABAWDs) and volunteers.

5. The estimated number of volunteers the State agency expects to place in E&T;

5. The estimated number of volunteers the State agency expects to place in E&T;

- 100% - SkillUP is a voluntary program so all participants are volunteers.

6. The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered;

6. The geographic areas covered and not covered by the E&T Plan and why, and the type and location of services to be offered;

- SkillUP is a voluntary, state supervised and administered program that serves all 114 counties and 1 city in Missouri.

7. The method the State agency uses to count all work registrants as of the first day of the new fiscal year;

7. The method the State agency uses to count all work registrants as of the first day of the new fiscal year;

- Each participant who is in the eligibility system gets a unique Departmental Client Number (DCN). This is used to assign a State ID in MoJobs. Monthly reports are provided to staff to analyze the program and participant counts.

8. The method the State agency uses to report work registrant information on the quarterly Form FNS–583;

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8. The method the State agency uses to report work registrant information on the quarterly Form FNS–583;

- The unduplicated count of individual work registrants directly impacts the estimated number of work registrants. Family Assistance Management Information System (FAMIS), tracks individual work registrants who register more than once during the federal fiscal year. Individual work registrants are counted only one time during the year as opposed to each time they are registered.

9. The method the State agency uses to prevent work registrants from being counted twice within a Federal fiscal year. If the State agency universally work registers all SNAP applicants, this method must specify how the State agency excludes those exempt from work registration under 7 C.F.R. §273.7(b)(1). If the State agency work registers nonexempt participants whenever a new application is submitted, this method must also specify how the State agency excludes those participants who may have already been registered within the past 12 months as specified under 7 C.F.R. §273.7(a)(1)(i);

9. The method the State agency uses to prevent work registrants from being counted twice within a Federal fiscal year. If the State agency universally work registers all SNAP applicants, this method must specify how the State agency excludes those exempt from work registration under 7 C.F.R. §273.7(b)(1). If the State agency work registers nonexempt participants whenever a new application is submitted, this method must also specify how the State agency excludes those participants who may have already been registered within the past 12 months as specified under 7 C.F.R. §273.7(a)(1)(i);

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10. The organizational relationship between the units responsible for certification and the units operating the E&T components, including units of the Statewide workforce development system, if available. FNS is specifically concerned that the lines of communication be efficient and that noncompliance by the participant be reported to the certification unit within 10 working days after the noncompliance occurs;

10. The organizational relationship between the units responsible for certification and the units operating the E&T components, including units of the Statewide workforce development system, if available. FNS is specifically concerned that the lines of communication be efficient and that noncompliance by the participant be reported to the certification unit within 10 working days after the noncompliance occurs;

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Office of Workforce Development (OWD)

- For FY20, DSS Work and Community Programs is contracting directly with the Workforce Development Boards (WDB) which allows for streamlined training, increased partner collaboration and continuous improvement. The OWD Job Center staff create referrals for clients who are in need of services beyond Wagner-Peyser to the WDB staff. The WDB staff have access to reports on SNAP clients being served by OWD so referrals can be made to SkillUP. DSS Work and Community Programs continues to utilize the MOJobs system and this allows for co-enrollment and blended services. In addition, DSS Work and Community Programs staff are appointed to boards, attend board meetings, and speak at functions hosted by the boards.

Missouri Community College Association (MCCA)

- MCCA continues to provide non-credit short-term training for SkillUP clients. MCCA contracts with Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, Ozarks Technical Community College, St. Charles Community College, and Three Rivers College to implement SkillUP on their campuses.

- Each college provides enhanced student support services through their career counselors, which includes intensive advising, case management and coordination of supportive services with other SkillUP providers. The colleges will either provide work or travel related supportive services or will coordinate with other providers who have these resources available. These supportive services will be available for participants who lack personal funds and who have exhausted all other means of obtaining funding to meet these needs. These funds will be used to pay for books, uniforms, testing for job requirements, certifications not included in tuition, cab fare to and from school, bus passes to and from school, and gas cards. These funds are available through TA allowable expenses for students with child(ren). For students without child(ren), MCCA will partner with the local Job Centers to provide these services.

- Career advisors and intrusive navigators will interview participants, and test via WorkKeys assessments when appropriate, to prepare for and guide participants toward an accelerated training program that will provide skills to secure a high demand job.

- There are various ways colleges may engage participants in the SkillUP program. Colleges may develop their own marketing campaigns to reach potential participants. They may also develop reverse referral processes to build relationships with local program providers which are referring back to the colleges. Colleges may approach local businesses about cohort training for which participants may be eligible. SkillUP program providers will be provided with a complete listing of program components being offered by the colleges.

- Colleges provide educational training through various short terms-a year or less- programs. An addendum at the end of the plan includes short term, credit and non-credit programs available at each of the participating schools. This list changes based on employer's needs.

- All efforts are made to guide participants to these programs; however, some may present who have unique circumstances or needs that require prerequisites before entering a program. Those courses will be offered for participants who require them.

- Post training supervised job search assistance will be made available to participants through college career centers where available and referring back to local job centers, with the ultimate goal of supporting participants in securing gainful employment.

Area Resources for Community and Human Services (ARCHS)

- The DSS contracted with ARCHS to provide SkillUP services. ARCHS has three projects to serve SNAP participants and provide SkillUP services. As these SkillUP projects are funded with TANF funds, the timeframe is July 1, 2021 – June 30, 2022. Continued implementation of these projects is dependent

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on TANF allocation through the State budget. ARCHS is only allocated TANF funding to serve SNAP recipients, ages 16-24 or 25 and older with a minor child.

ARCHS/Better Family Life (BFL)

ARCHS is contracted with Better Family Life in the St. Louis Promise Zone to provide SkillUP services. ARCHS provides SkillUP services through TA allowable expenses which includes, but is not limited to: rental assistance, transportation related expenses, work related expenses, payment of insurance and other expenses that cause barriers to employment.

This was a successful pilot project in state FY2019 in St. Louis City and St. Louis County to address intergenerational poverty for a target population of Food Stamp recipients with child(ren) under one hundred eighty-five percent (185%) of the Federal Poverty Level. This project continues to provide support and resources to reduce and end the dependency on government benefits with an integrated service model that:

- Implements strengths-based, holistic approaches toward cognitive behavioral changes through encouragement, empowerment and motivational tools that promote economic support.
- Intervenes and provides the support or the referrals necessary to support education, employment and career development, child care, child support, housing, legal services, and other needs of the participant to be successful in obtaining and retaining family supporting employment.

The target area is the communities within the St. Louis Promise Zone where the majority of households live at forty percent (40%) of the national poverty level. The following cities and zip codes are included within the Promise Zone:

- North St. Louis City - 63105
- Bel-Ridge – 63114, 63121 and 63134
- Dellwood – 63135 and 63136
- Ferguson - 63135
- Pagedale - 63133
- Pine Lawn – 63120 and 63121
- Northwoods - 63121
- Wellston - 63133
- St. Louis City – 63112 and 63118

ARCHS/AmericaWorks!

ARCHS contracts with AmericaWorks! through a performance based contract to provide SkillUP in St. Louis City and St. Louis County. The program prepares SNAP recipients to find and maintain sustainable employment. The primary target populations include veterans, homeless individuals and families and justice involved individuals interested in employment who are struggling to find full-time, sustainable employment because of barriers to work.

ARCHS/SWIFTE

ARCHS implemented Successful Work Incentives for Transitional Employment (SWIFTE) to assist eligible SNAP recipients in transitioning into the workplace using a transitional jobs model and subsidized wages. SWIFTE provides services to targeted individuals living in St. Louis City and County. These urban and inner suburban neighborhoods of the St. Louis metro area are heavily populated with residents who struggle with multiple barriers to economic success. After barriers are identified, a cadre of social service providers triage clients with intense one-on-one case management for four months. During the four months, clients are provided

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skills training through a Transitional Jobs approach, in which they earn a wage and learn job readiness/retention skills while receiving wrap around services (e.g., life skills, housing & transportation assistance, child care referral, health care access, & financial literacy).

In 2021 SWIFTE expanded its services to include assistance to small businesses in St. Louis City and St. Louis County in the wake of the hardships caused by the pandemic. The St. Louis Small Business Empowerment Center (SBEC) works with ARCHS and SkillUP partners to match small businesses in the area with qualified job seekers. Subsidized wages are covered for 90 days as participating businesses determine if the participants are a good fit for the position.

Missouri Community Action Network (MO CAN)

- Missouri Community (MO CAN) was established to unify and represent all 19 Community Action agencies, allies, and supporters statewide in Missouri committed to ending poverty. Missouri CAN is an active nonprofit association and widely respected as a strong advocate for services that help communities reduce poverty and serve as a voice for low-income families. Community Action Agencies provide a variety of programs for low-income clients such as life-skill classes, financial management training, family support services, food and nutrition services, sponsored health programs and in-home services, and housing and energy cost assistance. Adding SkillUP to the services allows them to offer an opportunity for family supporting employment with the already provided wrap-around services. From school readiness programs like Head Start, to employment training and workforce development, the agencies offer opportunities that teach children beginning academics and provide adults with labor skills needed to land a stable job and secure family sustaining employment.

MO CAN Contractor Name	Counties Served
Central Missouri Community Action (CMCA)	Audrain, Boone, Callaway, Cole, Cooper, Howard, Moniteau, Osage
Community Action Partnership of St. Joseph (CAPSTJOE)	Andrew, Buchanan, Clinton, DeKalb
Delta Area Economic Opportunity Corporation (DAEOC)	Dunklin, Mississippi, New Madrid, Pemiscot, Scott, Stoddard
East Missouri Action Agency (EMAA)	Bollinger, Cape Girardeau, Iron, Madison, Perry, St. Francois, Ste. Genevieve, Washington
Jefferson Franklin Community Action Corporation (JFCAC)	Franklin, Jefferson
Missouri Valley Community Action Agency (MVCAA)	Carroll, Chariton, Johnson, Lafayette, Pettis, Ray, Saline
North East Community Action Corporation (NECAC)	Lewis, Lincoln, Macon, Marion, Monroe, Montgomery, Pike, Ralls, Randolph, Shelby, St. Charles, Warren
Ozark Area Community Action Corporation (OACAC)	Barry, Christian, Dade, Dallas, Greene, Lawrence, Polk, Stone, Taney, Webster
South Central Missouri Community Action Agency (SCMCAA)	Butler, Carter, Dent, Reynolds, Ripley, Shannon, Wayne
West Central Missouri Community Action Agency (WCMCAA)	Bates, Benton, Cass, Cedar, Henry, Hickory, Morgan, St. Clair, Vernon

Central Missouri Community Action (CMCA)

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Starting as a single county Community Action Agency in 1965 and growing to an 8-agency serving eight counties, CMCA's desire and ability to adapt to the needs of those in poverty and develop innovative approaches, have been paramount in allowing them to remain in the forefront in the war on poverty. Being proactive in the community has also helped prepare CMCA for the many changes it has undergone. However, one constant goal in a sea of change has been CMCA's mission: to help income eligible individuals and families achieve self-reliance through partnerships with the community. CMCA is dedicated to many projects within the eight counties they serve, they are listed below:

- The Head Start program
- The Foster Grandparents Program
- The Weatherization Assistance Program
- Community Service Block Grants (CSBG)
    - Employment
    - Education
    - Better use of available income
    - Housing
    - Nutrition
    - Emergency services and health

Community Action Partnership of Greater St. Joseph (CAPSTJOE)

CAPSTJOE continues to be an organization that relies on the generosity of others to make a difference in the lives of those in need and encourage a hand up towards self-sufficiency. Programs include:

- Housing Development
- Energy Assistance
- Head Start
- Family Services
- Community Engagement
- Assessment and Referral

Delta Area Economic Opportunity Corporation (DAEOC)

DAEOC empowers people to make positive change. Some programs were created to address specific needs in only one or more counties while our Child Care Food Programs reaches outside of our service area to cover 15 counties. Programs include:

- Family Assistance
- Energy Assistance
- Home Repair
- Weatherization
- Homelessness
- Domestic Violence

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- Child Care Food Program

East Missouri Action Agency (EMAA)

EMAA cultivates communities of opportunity and supports people in reaching their highest potential. Programs include:

- Community Services
- Head Start
- Women's Wellness
- Weatherization
- Housing

Jefferson Franklin Community Action Corporation (JFCAC)

The JFCAC is to serve individuals and families through partnerships, empowerment and education in order to strengthen and improve the entire community. JFCAC envisions communities with increased opportunities and an improved quality of life for families living in the crisis of poverty. Programs include:

- Housing
- Weatherization
- Women's Infant and Children
- Energy Assistance
- Head Start

Missouri Valley Community Action Agency (MVCAA)

MVCAA is a nonprofit organization that works to meet the ever changing needs in the communities by creating strategies to help children, families, senior citizens and other vulnerable populations overcome adversity. Programs include:

- Head Start
- Rental Assistance
- Early Head Start
- Energy Assistance
- Weatherization
- Workshops
- Volunteer
- Information and Assistance
- Community Development
- Crisis Intervention
- Back to School Events
- Family Resource Center

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- Poverty Education

North East Community Action Corporation (NECAC)

NECAC strives to make a difference by empowering people, improving lives and building communities. Their mission is to assist the disadvantaged within the service area in their efforts to rise above poverty by providing needed services to enable each individual to function at his or her own improved financial, physical, mental and social level. Programs include:

- Community Services
- Housing Development
- Community Health
- Employment

Ozark Action, Inc. (OAI)

OAI's mission is to coordinate and provide services for people with needs so that they can improve their quality of life. Programs include:

- C.L.A.I.M.
- Family Support Program
- Head Start
- Homeless Connect
- Housing
- Low Income Tax Assistance
- Property Tax/Rent Rebate Assistance
- Utility Assistance
- Vehicle Repair Program
- Medicaid Expansion
- Volunteer Program
- Weatherization
- Workforce Development

South Central Missouri Community Action Agency (SCMCAA)

SCMCAA assists low-income residents in their efforts to become self-sufficient. This is accomplished by providing a comprehensive range of services and activities designed to improve the quality of life for individuals and families who suffer due to the causes and conditions of poverty. Programs include:

- Head Start
- Early Head Start
- Weatherization
- Energy Assistance
- Youth Employment

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- Housing
- Community Services

West Central Missouri Community Action Agency (WCMCAA)

WCMCAA is dedicated to empowering people to make positive change by coordinating and administering resources. WCMCAA strives to be the voice in our communities and in our governments for those most in need. Programs include:

- Head Start
- Early Head Start
- Energy Conservation
- Employment and Training
- Family & Reproductive Health
- Housing

Missouri Work Assistance (MWA) Providers

- MWA providers are based on 10 Workforce Development regions in Missouri and the City of St. Louis. As these providers were already serving Temporary Assistance (TA) recipients, it was a natural fit that they serve SNAP clients. In addition, when the MWA providers bid on the MWA contract, the TA recipient caseload was higher, but has subsequently dropped due to legislation requiring full family sanctions and lowering the lifetime limit, as well as improved economic conditions.
- DSS has multiple lines of communicating with E&T providers to ensure efficiency and teamwork. To report TA non-compliance the notification to DSS is sent electronically. In addition, case reviews are conducted to ensure E&T providers are adhering to noncompliance policies.

Regions	MWA Provider Name	Counties Served
Region 1/ Northwest	Equus	Andrew, Atchison, Buchanan, Caldwell, Clinton, Davies, DeKalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Nodaway, Mercer, Putnam, Sullivan, Worth
Region 2/ Northeast	MERS Goodwill Industries	Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Monroe, Montgomery, Pike, Ralls, Randolph, Scotland, Schuyler, Shelby, Warren
Region 3/ Kansas City & Vicinity	Local Investment Commission (LINC)	Cass, Clay, Jackson, Platte, Ray
Region 4/ West Central	Equus	Bates, Benton, Carroll, Cedar, Chariton, Henry, Hickory, Johnson, Lafayette, Pettis, Saline, St. Clair, Vernon
Region 5/ Central	MERS Goodwill Industries	Audrain, Boone, Callaway, Camden, Cole, Cooper, Crawford, Dent, Gasconade, Howard, Laclede, Maries, Miller, Moniteau, Morgan, Osage, Phelps, Pulaski, Washington
Region 6/ St. Louis County & Vicinity	Better Family Life (BFL)	Franklin, Jefferson, St. Charles, St. Louis County

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Region 6A/ St. Louis City	Family and Workforce Centers of America (FWCA)	St. Louis City
Region 7/ Southwest	City of Springfield	Barton, Barry, Dade, Jasper, Lawrence, McDonald, Newton
Region 8/ Ozark	Equus	Christian, Dallas, Greene, Polk, Stone, Taney, Webster
Region 9/ South Central	MERS Goodwill Industries	Butler, Carter, Douglas, Howell, Oregon, Ozark, Reynolds, Ripley, Shannon, Texas, Wayne, Wright
Region 10/ Southeast	MERS Goodwill Industries	Bollinger, Cape Girardeau, Dunklin, Iron, Madison, Mississippi, New Madrid, Pemiscot, Perry, Scott, St. Francois, St. Genevieve, Stoddard

Better Family Life (BFL)

BFL programs are centered on uniting families and empowering communities. They offer programs in community outreach, gun violence de-escalation, youth, family and clinical services, cultural arts and housing. They offer classes and workshops such as job readiness classes, financial literacy, asset development, buyer and home ownership education, and home repair and maintenance services.

City of Springfield

The City of Springfield operates the Department of Workforce Development in the seven county Ozark Region their goal is to connect people to jobs through short-term trainings, workshops and job connections. City of Springfield's one-stop location offers several partner services on site such as the Department of Higher Education, legal services, housing assistance, adult education and more.

Equus assists people in reaching their highest level of independence by helping job seekers and students prepare for self-sustaining employment opportunities, supporting businesses in their efforts to secure qualified employees and functioning as a trusted community partner. Equus conducts SkillUP outreach efforts such as community events, resource fairs, and educational institutions.

Family and Workforce Centers of America (FWCA)

FWCA offers many of their services and programs on-site including the Bioscience and Technology Training Program which provides 12 week classroom experience in Science, Technology, Engineering and Math (STEM) careers. They also offer an entrepreneurship training program, healthy marriage and relationship, youth services and an on-site financial intuition to assist with financial literacy.

Local Investment Commission (LINC)

LINC works with state and local governments, businesses, communities and civic leaders to improve the lives of children and families. LINC embraces the community school model, calling its efforts Caring Communities. These schools focus on academics, family support, health and social services and community development. LINC provides job training and education to those on TA, childcare subsidy services, childcare training and foster youth mentoring and development.

MERS Goodwill Industries

MERS Goodwill offers many services with a primary focus on employment and rehabilitation programs. They provide education and literacy services, employment services, skills training and career counseling. MERS Goodwill works with injured individuals, youth, veterans, ex-offenders, developmentally disabled and others.

Mississippi Caring Communities/Southern Missouri Works Project (SMWP)

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SMWP is a collaborative effort between five (5) Missouri Community Partnerships with Mississippi County Caring Communities – Interagency Council as the lead agency with New Madrid County Family Resource Center, Pemiscot County Initiative Network, Dunklin County Caring Council and Ripley County Caring Communities.

The combined partnerships serving the southernmost part of the state purpose is to provide participants with support, educational outreach, work experience, job placement and other such resources to reduce the dependency on government benefits through placement in higher paying jobs. The Community Partnerships in SMWP collaborate with area resources, Community Based Organizations and agencies implementing approaches that deal with empowering the participant by providing career development tools, onsite job skills and educational classes/materials necessary to promote recipient/family economic growth.

Workforce Development Boards

- In FY20, DSS Work and Community Programs is contracting directly with the Workforce Development Boards (WDB) which allows for streamlined training, increased partner collaboration, consultation and continuous improvement. The WDB staff have access to reports on SNAP clients being served by DWD so referrals can be made to SkillUP. DSS Work and Community Programs continues to utilize the MOJobs system and this allows for co-enrollment and blended services. In addition, DSS Work and Community Programs staff are appointed to boards, bi-weekly calls with all partners including the WDB's. DSS Work and Community Programs staff attend monthly board meetings where all WDB director's consult community stakeholders and other state agencies on the needs of Missouri's citizens and how best to align E&T programs with employers and jobs.

Northwest Workforce Development Board (NW WDB)

The Northwest Workforce Development Board serves 18 counties in Missouri and is an appointed group of community leaders responsible for developing and directing employment related opportunities. The majority of membership of the Board is reserved for individuals with optimum decision making authority in their business or industry. NW WDB's vision is that every employer will maintain a qualified, productive workforce; and that every job-seeker will have education and training opportunities, throughout their lifetime, which lead to a lasting, living-wage job commensurate with their abilities and goals.

Northeast Missouri Workforce Development Board (NEMO)

The Northeast Workforce Development Board serves 16 counties in Missouri. The NEMO WDB's vision is a skilled workforce that supports the current and future needs of business and industry, and enhances the economic prosperity of the citizens of the Northwest Region of Missouri. The Board, in coordination with area Chief Local Elected Officials, has the responsibility to spearhead a partnership targeted with improving and enhancing the readiness of the area's workforce which supports area economic development and competition in the global economy of the 21st century.

Ozark Region Workforce Development Board

The Ozark Region Workforce Investment Board serves 7 counties in the Springfield and Branson areas and is a partnership of local businesses, government, education, labor and human services agencies working together to provide a one-stop approach to the delivery of workforce development services. Through this partnership, over twenty separate local, federal and state employment, education and training programs are now available through a single point of contact under one roof.

Eastern Jackson County Workforce Development Board (EJAC WDB)

The Eastern Jackson County Workforce Development Board (EJAC WDB) supports workforce development in the region through its work with the Full Employment Council. The EJAC WDB provides oversight of employment and training programs in the area including development of operators and providers, budget administration and negotiation of local performance measures. The EJAC Board serves Independence, Blue Springs, Lee's Summit, Grandview, Raytown, Sugar Creek, Buckner, Grain Valley, Oak Grove, Lone Jack and

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other municipalities in eastern Jackson County through strategic partnerships with federal agencies, local chamber of commerce entities, organized labor groups, community based organizations, and educational institutions.

Kansas City and Vicinity- Full Employment Council (FEC)

The FEC supplies employers with a skilled workforce by obtaining public and private sector employment for the unemployed and the underemployed residents of Cass, Clay, Jackson, Platte, and Ray County. Job seeker services include skills training, job placement, supportive services, financial assistance, youth services, veterans services, accessibility services, and many workshops throughout the year. The FEC focuses on 5 key areas that lead to family sustaining employment in the region: Information Technology, Healthcare, Business and Financial Services, Logistics and Warehouse, and Advanced Manufacturing. Once training is completed staff assist job seekers in finding employment in one of these high demand career fields

Saint Louis County Workforce Development Board

The Saint Louis County WDB provides direction on local workforce issues by identifying needs and developing strategies for administering the Title One Program of the Workforce Investment Act. Board members lend their expertise to ensure that Saint Louis County remains competitive in the metropolitan area by providing meaningful employment and attracting new businesses. The vision of the Saint Louis County WDB is to have a vibrant regional economy in which a job seeker has the skills needed to match available jobs and that every job has a qualified employee. The workforce system enables this vision through a series of high quality services that increase employment, increase retention, increase earnings, increase the skills of individuals, and enhance the productivity and competitiveness of the region.

Workforce Development Board of Southeast Missouri

The Workforce Development Board of Southeast Missouri is a non-profit dedicated to creating a stronger workforce for Southeast Missouri. The goal is to connect participants with advanced training opportunities and exciting new career pathways in Southeast Missouri. This board is guided by their mission to promote a state of economic well-being by helping to create a skilled, diverse, motivated, and adaptable workforce.

Workforce Development Board of Southwest Missouri

The mission of Southwest Missouri's Workforce Development Board is to enrich the region's economy by preparing businesses and the workforce for global competitiveness. Be a progressive workforce intermediary that leverages resources to increase the value of the region's human capital portfolio (the workforce) to fuel economic momentum.

St. Charles County Department of Workforce & Business Development

The WDB sets local policy for the county's workforce investment system. The St. Charles County Manufacturing Task Force, a sub-committee of the St. Charles County Workforce Development Board, is focused on promoting the manufacturing sector and manufacturing careers in our area, fostering alignment between technical training providers and the real-world needs of local businesses, and bringing together leaders from manufacturing, education and the community for open communication and strong partnership.

St. Louis Agency on Training and Employment (SLATE)

The St. Louis Agency on Training and Employment (SLATE) is the City of St. Louis government agency that offers job seekers and businesses a variety of no-cost services related to employment, job training, and career advancement. SLATE aims to connect job seekers to training programs and employment, help employers diversify their workforce, and assists youth with career skills.

Workforce Development Board of Western Missouri

The Workforce Development Board of Western Missouri's mission is to provide services that match job seekers with employment opportunities as well as assist employers with finding qualified employees within their 13-

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county region. For over three decades, the Workforce Development Board of Western Missouri, Inc. has lead in the design, promotion, and oversight of innovative training, educational, and employment solutions for today and tomorrow's workforce. As a result, we have gained the experience, expertise, and pro-active approaches that are necessary to resolve the workforce challenges of the region.

Jefferson/Franklin County Employment Consortium Workforce Development Board

Through its local Missouri Job Centers, Jefferson/Franklin Consortium offers employment and career training services for youth, adults and workers dislocated from their employment due to plant closings or workforce reductions.

11. The relationship between the State agency and other organizations it plans to coordinate with for the provision of services, including organizations in the Statewide workforce development system, if available. Copies of contracts must be available for inspection;

11. The relationship between the State agency and other organizations it plans to coordinate with for the provision of services, including organizations in the Statewide workforce development system, if available. Copies of contracts must be available for inspection;

- The DSS Work and Community Programs has contracts or agreements with Missouri's Workforce Development Boards (WDBs), the Missouri Community College Association (MCCA), Area Resources for Community and Human Services (ARCHS), Missouri Community Action Network (Missouri CAN), Mississippi Caring Communities (MCC), MERS Goodwill Excel Centers (Adult High Schools) to operate SkillUP. In addition, services are provided through MWA providers including ResCare, MERS Goodwill, LINC, Family Workforce Centers of America (FWCA), and Better Family Life (BFL).

12. The availability, if appropriate, of E&T programs for Indians living on reservations after the State agency has consulted in good faith with appropriate tribal organizations;

12. The availability, if appropriate, of E&T programs for Indians living on reservations after the State agency has consulted in good faith with appropriate tribal organizations;

- Missouri does not have any state or federally recognized tribes.

13. If a conciliation process is planned, the procedures that will be used when an individual fails to comply with an E&T program requirement. Include the length of the conciliation period; and

13. If a conciliation process is planned, the procedures that will be used when an individual fails to comply with an E&T program requirement. Include the length of the conciliation period; and

- N/A to Missouri

14. The payment rates for child care established in accordance with the Child Care and Development Block Grant provisions of 45 CFR 98.43, and based on local market rate surveys.

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14. The payment rates for child care established in accordance with the Child Care and Development Block Grant provisions of 45 CFR 98.43, and based on local market rate surveys.

- The Department of Social Services, Children's Division received the CCDBG for the State of Missouri. The Early Childhood and Preventive Services Section administers the Child Care Subsidy program. Missouri had four levels of child care benefits. The first level is determined at 138% of the FPL. Transitional Child Care (TCC) level 1 is determined between 139% to 165% of the FPL and payment is made at 75% of the state child care rate; TTC2 is determined at 166% to 190% of the FPL and payment is made at 50% of the state child care rate; TTC3 is determined between 191% to 215% of the FPL with payment made at 25% of the state child care rate. The agency simplified the program to include three levels in March 2020. The first level is determined at 150% of the FPL. Transitional Child Care (TCC) level A eligibility is determined between 151% to 185% of the FPL and payment is made at 80% of the state child care rate. TTC level B is determined at 186% to 215% of the FPL and payment is made at 60% of the state child care rate
- As of August 28, 2021, the Department of Elementary and Secondary Education (DESE) became the lead agency for the CCDBG for the State of Missouri. The Early Childhood and Prevention Services Section combined with other sections within Department of Health and Senior Services (DHSS) and DESE to create the Office of Childhood. The Department of Social Services, Family Support Division will still continue to determine family eligibility for the Child Care Subsidy program. Missouri currently has three levels of child care benefits. The first level is determined at 150% of the FPL. Transitional Child Care (TCC) level A eligibility is determined between 151% to 185% of the FPL and payment is made at 80% of the state child care rate. TTC level B is determined at 186% to 215% of the FPL and payment is made at 60% of the state child care rate. Additional information regarding the child care program and, income guidelines can be found at https://dss.mo.gov/fsd/child-care.htm

15. The combined (Federal/State) State agency reimbursement rate for transportation costs and other expenses reasonably necessary and directly related to participation incurred by E&T participants. If the State agency proposes to provide different reimbursement amounts to account for varying levels of expenses, for instance for greater or lesser costs of transportation in different areas of the State, it must include them here.

15. The combined (Federal/State) State agency reimbursement rate for transportation costs and other expenses reasonably necessary and directly related to participation incurred by E&T participants. If the State agency proposes to provide different reimbursement amounts to account for varying levels of expenses, for instance for greater or lesser costs of transportation in different areas of the State, it must include them here.

- DSS Work and Community Programs instituted a $1,500 per person cap per rolling calendar year. If a participant needs to exceed this amount, the provider will need prior approval from DSS Work and Community Programs SkillUP staff.
- SkillUP clients are eligible for WIOA supportive services when they qualify as a TA allowable expense.
- TRE payments are allowable only when a transportation cost is incurred and a need is demonstrated. TRE payments may not exceed $15 per day. TRE payments are issued only for the dates and times a participant is attending a work or training activity. There is no limit on the amount of TRE paid for a participant, but all TRE payments must be reasonable and necessary.

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- The maximum amount of WRE that can be approved by a Case Manager is $750 in a 12-month rolling period. The 12-month rolling period begins immediately upon the first authorized payment of WRE. If circumstances require additional WRE within the 12-month rolling period, a supervisor must approve the request. Approval of any amount above $1,500 requires approval from DSS Work and Community Programs.

16. Information about expenses the State agency proposes to reimburse. FNS must be afforded the opportunity to review and comment on the proposed reimbursements before they are implemented.

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds

• Outreach
• Planning
• Implementation
• Operations
• Participant tuition/fees
	• Supportive Services
	  ○ TRE
	  ○ WRE
		• Outreach
		• Planning
		• Implementation
		• Operations
		• Participant tuition/fees
		• Supportive Services
		  ○ TRE
		  ○ WRE

Items	Explanations	TANF 100% funds allowed	FNS 50/50 funds allowed
Automobile repair(s)	• Used for the primary vehicle owned by the participant. The service provider must request proof of ownership (i.e.: a title), proof of insurance, and a valid driver's license. • On a case-by-case basis, it can be used for a vehicle the participant will ride in or drive to fully participate in work activities: ○ This should be carefully investigated as to why the participant cannot obtain his/her own vehicle (i.e.	Yes	Yes

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds	
	doesn't have driver's license, etc.) or other transportation. ○ Verify this will be a long-term solution or lead to a long-term solution (i.e. If WRE of $50 puts brakes on the mother's car, the participant will have transportation for three months at which time the participant will get their income tax and purchase a used automobile.) ○ The owner of the vehicle must provide proof of ownership, proof of insurance, and a valid driver's license if the owner is transporting the participant. ○ Owner of the vehicle must sign a statement that he/she will give this person rides as needed to participate in work activities or allow the participant to drive the car for a certain period of time. • Two-parent households: if both parents are fully participating or agree to fully participate, the WRE can be combined to make repairs. • For repairs over $100, or if staff question the cost, the participant must submit three estimates for the cost of the repairs. It is left to the discretion of the service provider if the estimates must come from certain vendors that may be more reasonable in cost. • WRE funds can be used to purchase automobile parts to be installed by someone other than an auto repair shop; however, the case manager should verify the individual who will install the parts is qualified to do the type of work required.		

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds	
	• The mechanic or other authorized person should verify, to the best of his/her knowledge, this repair(s) will make the vehicle operable and is not just a short-term fix. • Diagnostic testing is allowable if the mechanic is unsure of the problem and there is no way to determine the cost unless this is completed.		
Bicycle or Bicycle Parts	• Allowable if used for transportation for work activities.	Yes	Yes
Car Insurance	• Allowable up to three months for full coverage insurance total per 12 month period (if the participant only needs liability, this is acceptable) since he/she will likely need other supports for going to work or school. • Encourage the participant to pay a portion of the insurance as he/she will have to make the payments in the future. • Only pay one month at a time to verify full participation is met.	Yes	No
Childcare Registration Fees	• Does not count toward the annual limit. • Provider does not have to be licensed or registered to request this fee; however, the childcare provider must have a written policy requiring this fee for all families.	Yes	No
College Application and Entry Test Fees	• Allowable for short-term training less than a year.	Yes	Yes
College Fees	• Participant has an unpaid fee from a college that must be paid in order to enter a training program (e.g. Lab Fee of $150). • The participant is unable to resolve with the college on their own. • This does not include student loans.	Yes	No
Criminal Background Check, Drug Testing and Fingerprints	• Must be required by the employer for all employees in order to participate in a work activity.	Yes	Yes

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds	
Dental and Vision Expenses	• Participant must provide documentation that this will not be covered by MO HealthNet or private health care (i.e., statement showing not eligible for MO HealthNet; denial per dentist/doctor office; etc.). • Cannot be used for another participant, even if he/she is married to this person. • Includes basic dental cleaning, vision exams and low cost glasses.	Yes	Yes
Driver's License Fees	• Per the Missouri Department of Revenue, the length of the license and the fee associated with it depends on driver's age: if the driver is under or over 20 years of age.	Yes	No
Gas Cards, Mileage and Bus Passes	• Participant must submit weekly claim for expenses. • Participants must supply documentation to verify expenses. • Maximum is $15 per day.	Yes	Yes
GED or HiSET Test Fees	• Allowable for participants without a high school diploma.	Yes	Yes
Legal costs, fees or fines	• Over $150 per calendar year requires FSD approval.	Yes	No
Licensing Fees	• Only allowed for a one-year period. • Can include safety inspection & transfer fees	Yes	No
Mental Health Services	• Never allowed	No	No
Mortgage Payments	• Can be paid in extenuating circumstances for short-term emergencies. • Participant must provide documentation (i.e.: bill, loan, etc.) showing this is his/her responsibility.	Yes	No
Personal Computers	• Need must be documented • Must align with EP	Yes	No
Personal Hygiene Items	• Purchase of a reasonable amount of items: o Soap o Deodorant o Toothpaste and mouthwash	Yes	Yes

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds	
Personal Property Taxes	• Done on a very limited basis, (i.e.: the participant has to pay the taxes to obtain/license a vehicle). • Only includes personal property tax for the vehicle needed for transportation and does not include payment for other vehicles, a house, etc. • If there is more than one vehicle on the property tax, verify the participant has the money to pay the rest of the bill and go with him/her to pay it, or have them mail the payment from the office, etc.	Yes	No
Phone Cards	• Participant must use the card exclusively for activities that lead to self-sufficiency.	Yes	No
Rent/Utilities	• Can be paid in extenuating circumstances for short-term emergencies. • Participant must provide a copy of the lease agreement with his/her name as the person responsible for payment.	Yes	Yes
Sales Tax	• Do not use for sales tax on the WRE purchase as the WRE item(s) is tax exempt. • Provide the appropriate tax-exempt documentation so sales tax is not charged.	Yes	Yes
SATOP Class	• Can be paid when this is a condition for the participant to get his/her license back.	Yes	Yes
Startup Costs or Operational Costs for a business	• Requires FSD approval Tools, supplies, etc. necessary. For example, rakes, gas, shovels for lawn care business.	Yes	Yes
Student Loans	• Never allowed	No	No
Union Dues	• Limited to once per union membership. Example: A participant joins a carpenter's union, the fee can be paid. Later the participant joins a HVAC union, the fee can be paid. However, it cannot be paid to the	Yes	Yes

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FNS 100% Funds	FNS 50/50 Funds	TANF 100% Funds	
	carpenters union twice even if it is for different periods of time.		
Work and/or School Supplies	• Work tools required by the employer. • School supplies if required for the class. • Computer software required for a specific class. • Text books if required for the class.	Yes	Yes
Work Clothes, Uniforms and Shoes	• WRE funds are not intended to purchase an entire wardrobe. • Necessary clothing should be purchased at the most reasonable price. • There is not a stipulation on how many of any piece of clothing may be purchased since this is case specific and there are many possible combinations of needs. • Uniforms must be required and not provided by the employer	Yes	Yes

b. Able-bodied Adults without Dependents (ABAWD) [28]

1. A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs) subject to the 3- month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA:

[28] 7 CFR § 273.7(c)(7)

1. Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients;

1. Its pledge to offer a qualifying activity to all at-risk ABAWD applicants and recipients;

- Missouri will not be a pledge state.

2. Estimated costs of fulfilling its pledge;

2. Estimated costs of fulfilling its pledge;

- N/A

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3. A description of management controls in place to meet pledge requirements;

3. A description of management controls in place to meet pledge requirements;

- N/A

4. A discussion of its capacity and ability to serve at-risk ABAWDs;

4. A discussion of its capacity and ability to serve at-risk ABAWDs;

- N/A

5. Information about the size and special needs of its ABAWD population; and

5. Information about the size and special needs of its ABAWD population;

- N/A

6. Information about the education, training, and workfare components it will offer to meet the ABAWD work requirement

6. Information about the education, training, and workfare components it will offer to meet the ABAWD work requirement.

- N/A

Jobs for Veterans' State Grants

(OMB Control Number: 1225-0086)

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to States (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

a. How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

The primary objective of the JVSG is to develop and support activities to increase employment and job training opportunities for veterans and eligible persons. DVOP and Consolidated Positions staff (CODL) Specialist staff will provide individualized career services to:

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1. A special disabled or disabled veteran , as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:
    a. Who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,
    b. Were discharged or released from active duty because of a service-connected disability;
2. Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));
3. A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months have been unemployed for 27 or more consecutive weeks;
4. An offender, as defined by VPL 03-14 Change 2 who has been released from incarceration within the last 12 months;
5. Lacking a high school diploma or equivalent certificate; or
6. Low-income (as defined by VPL 03-14 Change 2)
7. Any veteran ages 18-24;
8. Vietnam-Era veterans (IAW VPL 03-19);
9. Transitioning Service Member in Need of individualized career services as outlined in current guidance;
10. Injured and Wounded Military, Family Members/Caregivers as outlined in VPL current guidance.

Disabled Veteran Outreach Program (DVOP) Specialists and Consolidated Position Staff (CODL) Specialists will conduct outreach to those organizations and entities where there is a potential of veterans with SBE who would visit those organizations. One of the purposes of this outreach is to develop a relationship with these organizations so veterans can be referred to the DVOP/CODL even when the DVOP/CODL is not physically at the location.

During outreach, DVOP/CODL specialists will provide itinerant services at homeless shelters and other sites where homeless veterans congregate.

DVOP/CODL specialists provide individualized career services to incarcerated veterans by networking with the Missouri Department of Correction to identify those veterans recently released or are scheduled for released from a corrections facility.

The goal of DVOP/CODL outreach is to locate veterans with Significant Barriers to Employment and assure that they are provided individualized career services and given enhanced opportunities for successful careers. The provision of individualized career services will result in successful transition into civilian employment for separating service members, reintegration into the workforce for the homeless and reduced recidivism for the incarcerated veterans.

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Missouri also participates in mobilization and demobilization briefings for the National Guard/Reserve soldiers and their spouses. Missouri will also collaborate with the Employer Support of the Guard and Reserve (ESGR), Veterans Commission, Department of Elementary and Secondary Education (DESE), Department of Corrections, Department of Mental Health, Federal Bureau of Prisons and other public organizations to identify veterans with SBE and provide them individualized career services with the goal of meaningful employment.

Missouri provides individualized career services to targeted veterans through a variety of means. DVOP/CODL staff assigned to four VA medical facilities assist veterans with Significant Barriers to Employment with their efforts to reintegrate into the workforce. DVOP/CODL staff conduct outreach to Missouri probation and parole offices and prisons so they can work with released veterans to assist them with their employment needs. DVOP/CODL staff provide itinerant services at homeless shelters and at other locations frequented by homeless veterans.

DVOP/CODL staff will provide outreach services to veterans at service delivery points (SDPs) that have no LVER or DVOP/CODL assigned. In rural areas, Missouri will assign CODL staff to maximize services, affording regularly scheduled availability at remote Career Centers or other sites where DOL funded programs operate to maximize opportunities for veterans and minimize travel requirements for unemployed veterans. Outstation/outreach sites may include Career Centers, Military Installations, National Guard and Reserve component armories, Department of Veterans Affairs (DVA) facilities, homeless shelters, prisons and other sites as appropriate and agreed to by impacted parties. CODL staff will conduct outreach to employers and conduct outreach to community agencies, veterans' organizations, etc. and share information gained from these contacts with SDP staff.

As established in legislation, the JVSG program is but one component of an umbrella of programs that are required by law to provide priority of service to veterans. The DVOP/CODL specialists and LVER staff funded by the grant fill a particular niche in the overall program of services to veterans. As indicated in VETS policy, DVOP/CODL funded staff provide individualized career services to veteran with Significant Barriers to Employment (SBE). The Workforce Innovation and Opportunity Act (WIOA) provides for the provision of individualized career services to certain eligible participants such as veterans. Likewise, the DVOP/CODL staff should be used to target specialized individualized career services to those veterans with SBE who are most in need.

It is vital to the success of the veteran job seeker that an effective partnership between the DVOP/CODL/LVER, Career Center programs, other federal/state/local agencies, and veteran organizations be fostered and maintained.

The DVOP/CODL will share case management for veterans enrolled in WIOA and other programs with the providers of those programs. Sharing case management (dual case management) will ensure maximum cooperation between programs and enhance employment for veterans with Significant Barriers to Employment. Common measures, business knowledge gained through outreach, and a shared interest in exiting participants at an appropriate time makes it feasible for multiple staff to assist with job search and job development activities.

LVER and CODL staff participates on Business teams as outlined within the workforce region's "single point of contact plan." The plan outlines the Career Center's strategy to promote the area's workforce services,

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including promotion of veterans among employers. This approach assures maximum opportunity to promote the veteran as a trained, skilled and reliable product to market to the employer. All staff conducting employer contacts will promote veterans and veteran programs and document their contacts in the State's electronic data system.

Because the JVSG grant provides funds to exclusively serve veterans, other eligible persons as defined at 38 U.S.C. 4101(5); and transitioning service members, Missouri will not assign DVOP/CODL/LVER staff to functions that may conflict with this purpose or which conflict with Title 38, Chapter 41 requirements, applicable regulations (20 CFR 1001, et. seq.). They will not provide services to non-veteran customers or be assigned to tasks that will lead non-veterans to request or expect to receive services from the DVOP/CODL/LVER. Contact with customers who are not veterans is inevitable. When such contact occurs, the DVOP/CODL/LVER will exercise tact and courtesy in directing the customer to the appropriate service.

Missouri's automated data system (MoJobs) provides reports identifying veterans registered with no services, disabled veterans and all veterans registered within a county. Reports are also generated that report Career Center staff activity including referrals, services provided, employer/provider contacts and job developments. Those reports, as well as the 9173 reports from WIPS, Managers Report on Services to Veterans, and the required Self Assessments monitored by local and Central Office management to verify the provisions of the Veterans State Plan are being observed.

Missouri will conduct monthly internal audits as well as 100% audit of the JVSG program annually. We will look at the veterans served to ensure that only those with Significant Barriers to Employment are receiving services from the DVOP, as well as to ensure they are receiving individualized career services.

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b. The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

The DVOP/CODL specialist provide individualized career services to both unemployed veterans with SBEs and who require such services to obtain employment, and employed participants with SBE who require such services to obtain or retain employment, leading to self-sufficiency. The DVOP/CODL specialists have placed maximum emphasis on assisting veterans who are economically and/or educationally disadvantaged.

The DVOP/CODL facilitate the provision of direct services to eligible veterans and other eligibles requiring individualized career services by providing career guidance, counseling, and additional assessments to identify training/employment needs; veteran individual employment plans; job development; job-search assistance; and outreach activities to locate veterans, who could benefit from DVOP/CODL services.

Serving Chapter 31 Veterans

When the Department of Veteran Affairs Vocational Rehabilitation and Employment (VR&E) program refers a participant to the state's designated Central Point of Contact (the Intensive Service

Coordinator), this staff member determines the closest Missouri Job Center (MJC) to the veteran's residence and forwards the referral to the MJC supervisor. The supervisor assigns the referral to the appropriate DVOP/CODL staff member, who contacts the VA Case Manager and informs them that they are assigned to work with the specific veteran. The DVOP/CODL contacts the veteran to describe the support and assistance available to them and invites them to come to the (MJC) to discuss their job search as it relates to the training and education received. The DVOP/CODL staff continues to maintain contact with the veteran for at least 60 days following placement in employment.

DVOP Specialists

All Missouri DVOP/CODL specialists have/will receive extensive training in how to facilitate individualized career services for disabled veterans with barriers to employment through the National Veterans Training Institute (NVTI) within 18 months of their hire. Additionally, all new hire DVOP/CODL Specialist receive Ramp-UP training from the LVER team lead, which includes the history of the Wagner-Peyser Act, Employment Services, and the JVSG staff. This training also includes local operations, as they relate to all active and current VPLs and chapters 41 and 42 of Title 38. In addition, they will job shadow a current DVOP/CODL for one week. Other training includes the annual training conference, bi-annual regional veterans' conference with up to eight additional states and annual regional training. This training includes staff development and skills improvement, integrated service models and their unique roles, effective individualized career service delivery models, and other program related information sharing, strategic planning, performance measuring, and systems training. Lastly, local job center training is provided by local managers and the One-Stop partners, which highlight location specific practices and our partners' operations.

Primary Duties

DVOP/CODL specialists are primarily assigned to facilitate individualized career services and facilitate placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and veterans with significant barriers to employment (SBE); and other categories of veterans in accordance with priorities of VPLs 03-14: 03-14, Ch. 1 & 2; 03-19 Other additional services that DVOP/CODL specialists provide to veterans with SBE include a combination of the following: career guidance; comprehensive assessment; veteran individual employment plan; job development contacts; referral to jobs; referral to training and supportive services; and conducting outreach activities to locate veterans and other eligible persons.

DVOP Targeted Services

The state of Missouri will monitor this activity via monthly and quarterly reports that will indicate who, when, and what outreach, services, meetings were conducted. Additionally, along with the state's Labor Exchange systems, the state will monitor the reports. In accordance with GO 01-18 and GO 03-19 (Negotiated Targets for Services to Veterans), the Missouri will utilize the Workforce Integrated Performance System (WIPS) to capture data to ensure compliance with regulatory guidance for performance indicators for Q2 and Q4 beyond FY20. To be deemed successful in these activities, the DVOP will be required to occupy 85% of the 40 FTE working hours per week, to completing the above tasks. The remaining 15% will be dedicated to individual

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DVOP activities (i.e. training, traveling, reports, notes and personal capacity building related to the DVOP/CODL's activities). Surveys and other assessment tools, to include manager follow-up calls, to determine the level of quality in the above activity.

DVOP Integration

Missouri has integrated all DVOP/CODL specialists into the American Job Center One-Stop system, by assigning one or more DVOP specialists or CODL specialists to each Workforce Center. Missouri has assigned one DVOP specialist to the Columbia and one DVOP specialist to the Kansas City VA facility 100% of the time. Additionally, the MJC, One-Stop partners are included in the intake process for JVSG DVOP services. Upon entering the MJC, veterans meet front desk staff, who triage to help identify veterans and their needs. Upon identifying the veteran's purpose for visiting the MJC, staff conducts intake assessments to identify any significant barriers preventing employment. Upon identifying SBEs, partner staff refers the veteran to the DVOP/CODL using the MJC's operating system MoJobs referrals. Those veterans who do not have SBEs however, still requiring employment services, are provided services by MJC staff other than DVOP/CODL staff. Furthermore, when necessary, JVSG staff are often consulted with by MJC staff regarding military, DD-214, and other language translation in addition to other employment/ service-related questions, as needed. JVSG and DVOP/CODL/LVER integration into the One-Stop extends beyond co-location. Veterans seeking services at rural MJCs that do not have DVOP, CODL or LVERs located within that MJC still receive priority of service. After staff identifies a veteran, MJC staff conducts initial needs assessment, which registers the veteran into MoJobs, identifies the veteran's needs, and determines if additional assessments are necessary. Upon completing the registration and identifying the initial needs, MJC triage which ask questions to help identify SBEs and additional barriers that may require individualized career services from a DVOP/CODL staff. Upon identifying that the veteran has SBEs, a referral is forwarded to an assigned DVOP/CODL located in that region if the veteran request JVSG services. The DVOP/CODL makes contact and schedules an appointment to meet with the veteran, and proceeds with the subsequent individualized career services. While the DVOP/CODL is making contact and scheduling the meeting, a list of core services will be provided by the One-Stop, to help address the veteran's initial needs. DVOP specialists and WIOA partner representative is assigned 100% of the time to Fort Leonard Wood at the MJC located on base. DVOP staff conduct outreach to Whiteman AFB. The State of Missouri, through its integrated service delivery system, has LVER team leads who coordinate services for JVSG staff within their region in addition to monitoring the performance and integration of JVSG staff.

Identifying and Assessing Veterans for Basic and Individual Career Services

Individuals entering the American Job Center are met with signage and are encouraged to identify themselves as veterans. Additionally, a front-desk American Job Center representative conducts triage to identify SBE veterans and other eligibles. When a veteran is recognized and upon determining eligibility (disabled veteran or with an SBE), they are immediately referred to the DVOP specialist to receive individualized career services, based on the veteran's needs.

The DVOP specialist utilizes a case management process, in which they provide the following services: comprehensive assessments, individualized employment counseling, career guidance, and the development of a veteran individual employment plan. This individualized employment plan will include appropriate apprenticeship, other on-job training, and additional education opportunities, as needed to help the veteran overcome their significant barrier to employment. After assessing the needs and a plan is developed, the DVOP will reassess and may identify additional non-individualized career services needed, which will require the DVOP to refer veterans to services provided by local partners, agencies, and other employment/ training program providers.

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LVER Staff

All Missouri LVER/CODL staff has received extensive training in how to engage employers through the National Veterans Training Institute (NVTI), within 18 months of their hire. Additionally, all new hire LVER/CODL staff receive Ramp-UP training from the State Veteran Service Manager, which includes the history of the Wagner-Peyser, Employment Services, the Jobs for Veterans Act and JVSG staff roles and responsibilities. This training also includes local operations, as they relate to all active and current VPLs, chapters 41 and 42 of Title 38. Other training includes the annual training conference, where we will address staff development and skills improvement, integrated service models and their unique roles, effective individualized career service delivery models, and other program related information sharing/ strategic planning/ performance measuring/ and systems training. In addition, a bi-annual regional veterans' conference with up to eight additional states and annual regional training.

Primary Duties

The primary role of LVER/CODL staff, at the Missouri MJCs, is to conduct outreach to employers in the area, to assist veterans in gaining employment. Additionally, LVER/CODLs promote, plan and participate in job fairs and seminars for employers. Furthermore, LVER/CODLs promote veterans as job ready candidates, who have highly marketable skills and experience. Missouri LVER/CODLs advocate for veterans by promoting employment and training opportunities, coordinating with other business outreach representatives in the MJC to facilitate and promote employment, workshops, job searches, establishing job groups in conjunction with employers, and leverage other employment opportunities for veterans. Missouri LVER/CODLs establish, maintain, and facilitate regular contact with federal contractors, unions, apprenticeship programs and businesses or business organizations. Additionally, our LVER/CODLs provides educational training to MJC staff, additional employer based training and other outreach services, in accordance with current guidance that relate to LVER reporting and performance.

The Missouri Department of Higher Education and Workforce Development ensures that there is no blending of roles, whereas LVER/CODLs provide regular activity reports to the LVER Leads. Furthermore, LVER/CODLSs are encouraged to utilize referrals and other resources to locate veteran friendly businesses/ employers, who are seeking veterans first, to employ.

Employer Outreach

LVER/CODL staff establish, maintain and facilitate regular contact with employers, to include federal contractors, and promote the advantages of hiring veterans, all the while seeking other employment and training opportunities for veterans. As part of their responsibility, LVER/CODL staff advocates, on behalf of all veterans to employers and labor unions to employ and provide on-the-job training and registered apprenticeship programs for veterans; advises employers of veteran's issues; and plans and participates in job fairs to promote veterans to employers. The overall outcome expected for employer contacts is to increase employment, promotion and retention for veterans. Additionally, a schedule is created by the LVER/CODL, approved by the LVER lead, for employer outreach. These measures are in place to ensure that the LVER/CODL is out of the office and searching for employment opportunities for veterans. With the intent to provide quality services, these measures also provide a basis for which the state manager and LVER Lead can follow-up with the business to ensure that their needs are met. LVER/CODLs are encouraged to use modern technology, such as social media, to locate employers who utilize these systems as their primary means to locate qualified candidates. Upon identifying employment opportunities, the LVERs are encouraged to outreach/ contact these businesses and promote hiring our job-ready veterans. This method has been successful, and runs parallel with many Missouri businesses, which have changed their job posting/ searching methods. However, LVER/CODLs are aware of the importance, and are encouraged, to primarily perform employer contacts, in-person.

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LVER Leads

Missouri utilizes LVER team leads in our five Workforce Manager regions; these five team leads serve to oversee the day-to-day operations of the JVSG program from a local level in addition to their LVER roles. They also monitor the DVOP/CODL/LVER staff to ensure that they are complying with JVSG guidelines.

CODL Staffing

Missouri is a very rural state with a few large urban areas as a result, we utilize CODL staff in the rural areas to serve SBE veterans and other eligible individuals who would normally not receive services. The CODL position allows us to serve our employer community in the rural areas who tend to be small business.

c. The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or American Job Center;

JVSG funded services are not only a mandatory partner under WIOA, but Missouri considers these services to be a key feature of the local One-Stop system. The Local Area WIOA Plan governs the partnership between the One-Stop system and JVSG funded services. The plan describes how veterans will be provided priority in job placement and training activities; how case management services will be provided to veterans; and detailed linkages with Department of Veterans Affairs, Missouri Veterans Commission and other veteran service organizations. Missouri has integrated DVOP/CODL specialists into the One-Stop system by assigning one or more to each Workforce Center. DVOP/CODL specialists work with local One-Stop partners to provide services to veterans, with the primary focus on providing individualized career services to disabled veterans, eligible veterans, and other eligibles with significant barriers to employment. All workforce centers have an integrated, business services function responsible for connecting local employers to the local One-Stop system, to include job-ready candidates. This team also has as a major function ensuring that all MJC services continuously improve and are responsive to the needs of residents, employers, partner agencies/organizations and the local economy. DVOP, CODL specialists and LVER staff act as individual hubs, within this service team, who distribute JVSG information to One-Stop partners and veteran service organization, and community partners. These individual hubs focus on the individualized career services and employer/ employment services, and furthermore providing services specific to their individual roles and responsibilities; and with the intent to integrate within these groups, and open all avenues of assistance to Veterans and to assist the MJC, Veteran Service Officers and community groups with the provisional services to veterans. The LVER and DVOP are often sought-after by staff for their knowledge and resources of other local Veteran Service Organizations, specifically when staff meet with a veteran who may not have an SBE but have a unique need of assistance.

Integration into One-Stop System

The blueprint for integration and coordination of services to veterans are provided through State Policy and narrative explanations contained in Local Area WIOA Plans. Ongoing oversight of services to veterans is conducted to assure these plans are carried out. To be approved, these plans must describe:

1) how available resources (WIOA, Wagner-Peyser, and others) are pooled within the One-Stop system to provide core and individualized career services for veterans;

2) the process used to accomplish intake, assessment, registration, and follow-up services for veterans;

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3) a description of mediated and non-mediated services available to veterans and other eligible persons;

4) how veterans are provided priority in placement services and activities, funded by DOL in whole or in part; and

5) detailed description of how case management services are provided to veterans.

d. The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

1. Indicate the total percentage of funds designated for performance incentive awards.

Missouri will designate 1% of the JVSG for performance incentive awards.

2. Address the objectives to be achieved through the states incentive award.

Because all Job Center staff are eligible, the incentive award program will encourage excellence and partnership in the delivery of service to veterans.

The incentive fund will be utilized to provide recognition of DVOP, LVER, Wagner Peyser, WIOA and any other Job Center staff or groups of staff who demonstrate excellence in the provision of services to veterans.

3. Describe the planned selection and award process and,

The guidelines of VPL 04-19 will be followed in the selection of awardees. The selection criteria will include:

- Development of a program, for which the impact may not be directly measurable (e.g., a resume skills building program)
- Establishment of local veteran initiatives (e.g. local Veterans Court, Stand-downs)
- Exemplary Job Fair
- Collaboration with Vocational Rehabilitation or other partners to serve veterans
- Exceptional performance beyond job requirements or outside of established performance goals
- Ideas that are implemented to improve the system, improve performance, reduce time or cost, or to promote collaboration
- Outreach/community-relations efforts, e.g. Chambers of Commerce, employers, etc. Generation of positive publicity for a local office; increasing awareness of relevant issues within the employer community
- Enhancement of On the Job Training, customized job training, or compensated work therapy
- Efforts to assist hard-to-place populations (homeless veterans, etc.)

  Awardees will be selected based upon objective and subjective performance data. Any nominee who has had any reprimand within the last 12 months is not eligible for the award. Nominations will be called for with a June deadline and will be based upon performance during the past program year.

  A panel will make the selection of awardees. The panel will consist of individuals selected by the Director of Office of Workforce Development. The panel will select five winners from the slate of nominees. The panel will review anonymous nominations, only the Veteran Program Manager will know the identity of the nominations. The deadline for selection will be no later than June 30. There will be no numeric limitations on the number of nominees selected for the awards. All winning nominations will be numerically ranked.

  The Director of the Missouri Department of Higher Education and Workforce Development

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will review and approve the selected nominees before the presentation of awards.

All LVER, DVOP, CODL, Wagner-Peyser, WIOA and any other Job Center staff providing services to veterans will be eligible for incentive awards. Additionally, groups of staff who collaborate to provide service to veterans will be eligible. In instances where groups of individuals are selected as awardees, both the group and individual will be recognized.

4. Describe the planned disbursement of incentive award funds.

Awards will be presented in three stages.

1. The five winners will be recognized and presented with an appropriate token during a statewide veterans' staff conference. Incentive funds will not be utilized for conference expenses.
2. The top five winning nominations will attend a conference or conferences selected by the Director of Office of Workforce Development. The state annual JVSG conference cannot be selected as one of the conferences. LVER funds will be utilized for the Veterans Coordinators expenses for the trip.
3. Missouri will utilize any excess incentive funds to recognize outstanding services by JVSG staff by purchasing items and articles of recognitions as determined by the Director of Office of Workforce Development.
4. Funds not expended on the trip will be recaptured by USDOL VETS.

The Missouri Office of Workforce Development will be the entity administering incentive funds. Normal, approved travel expenses will be reimbursed in accordance with standard policies. All funds must be liquidated by December 31.

e. The populations of eligible veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

The primary objective of the JVSG staff is to develop and support activities to increase employment and job training opportunities for veterans and eligible persons. DVOP Specialists staff will provide individualized career services to the following targeted groups as outlined in VPLs 03-14, 03-14 Ch.1 & 2, VPL 03-19;

1. A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:

1. who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,
2. were discharged or released from active duty because of a service connected disability;

1. Homeless, as defined in Section 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11302(a) and (b)) as amended;
2. A recently-separated service member, as defined in 38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months;

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3. An offender, as defined by WIOA current guidance who is currently incarcerated or who has been released from incarceration;
4. A veteran lacking a high school diploma or equivalent certificate; or
5. Low-income individual (as defined by WIOA Section 3 (36)).
6. Veterans aged 18-24, Veterans aged 18-24 possess limited civilian work history which can make transitioning to the civilian labor force difficult. Based on this fact, veteran between the ages of 18 and 24 may benefit from individualized career services provided by a DVOP specialist.
7. Vietnam-era Veterans, pursuant to 38 U.S.C. 4211, the term "Veteran of the Vietnam Era" is an eligible veteran any part of whose active military, naval, or air service was during the Vietnam era. The Bureau of Labor Statistics and Department of Veterans Affairs (VA) data indicate that there are still a sizeable number of Vietnam-era Veterans in the workforce, and many face difficulty in finding and maintaining employment.
8. Eligible Transitioning Service Members, Persons, and Caregivers,
    a. Transitioning members of the Armed Forces who have been identified as in need of Individualized Career Services;
    b. Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities (MTF) or warrior transition units (WTU); and
    c. The spouses or other family caregivers of such wounded, ill, or insured members.

If authorization for these additional populations is extended beyond FY20, we will continue to identify and provide individualized career services.

DVOP staff are also located permanently at the Department of Veterans Affairs (VA) hospitals in Columbia and Kansas City. In addition, DVOP staff are located at Fort Leonard Wood to assist service member at the Warrior Transition Unit, in accordance with VPL 01-14. Missouri also has a MJC located at Fort Leonard Wood to provide services to those eligible services members who are exiting the military. In addition Missouri operates the Career Skills Program (CSP) in conjunction with Fort Leonard Wood to place exiting service member into internship with civilian employers. We have a LVER who is 50% dedicated to this program.

Missouri has a very small Native American veteran population and does not have any tribal lands.

LVER/CODL staff will conduct outreach to employers to assist veterans in gaining employment. Additionally, LVER/CODL staff will conduct seminars for employers and in conjunction with employers, conduct job search workshops, and establish veteran job search groups. LVERs will also facilitate employment, training, and placement services to veterans, all the while coordinating services with the One Stop business service teams.

Missouri will place CODL staff in our rural MJCs to best serve the needs of the veterans and employers in those locations who would normally not receive timely services from a DVOP or a LVER in a traditional model.

f. How the State implements and monitors the administration of priority of service to covered persons;

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"Per Grant Officer Memorandum 01-20, a response to this section is not required"

g. How the State provides or intends to provide and measure, through both the DVOP and American Job Center staff:

1. Job and job training individualized career services,

Per Grant Officer Memorandum 01-20, a response to this section is not required"

2. Employment placement services, and

Per Grant Officer Memorandum 01-20, a response to this section is not required"

3. Job-driven training and subsequent placement service program for eligible veterans and eligible persons;

"Per Grant Officer Memorandum 01-20, a response to this section is not required"

h. The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and

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Employee Name	Position	Office	Date Assigned	Completed Training
Alfaro, Daniel	CODL	Park Hills	2/1/2021	
Beamer, Jeremiah	CODL	Kirksville	11/30/2020	12/22/2020
Bequette, Don	DVOP	Rolla	12/31/2009	11/2/2010
Bohlen, Cheryl (ISC)	DVOP	Florissant	8/1/2017	8/24/2018
Bonnette, Sabrina	LVER	Springfield	6/8/2016	4/17/2017
Brisley, Roger	LVER	Columbia	2/16/2017	8/11/2017
Butts, Steven	DVOP	Springfield	1/1/2010	5/3/2011
Chughtai, Shams,	LVER	OWD Central Office	7/1/2010	5/11/2011
Crewse, Rodney	CODL	West Plains	11/2/2020	
Vacant	CODL	Joplin	8/2/2021	
Drummond, Carol	LVER	Sikeston	5/1/2006	3/1/2013
Farrow, Glen	CODL	Lebanon	4/1/2021	
Vacant	DVOP	Kansas City (FEC)	2/19/2008	3/1/2013
Gainous, Robert	LVER	Nevada	2/17/2015	2/11/2015
Goacher, Jessica	DVOP	Springfield	7/1/2019	2/14/2020
Gray, Harry	DVOP	Kansas City (FEC)	5/15/2006	5/2/2014
Hamby, Steven	LVER	OWD Central Office	2/18/2014	7/18/2006
Haney, Angela	CODL	Sedalia	7/21/2014	4/17/2015
Henderson, Sherri	LVER	St. Charles County	6/1/2018	8/30/2019
Hinkle, Irene	CODL	Nevada	11/1/2020	
Hinterleiter, Mark	CODL	Branson	11/16/2017	11/20/2018
Houtman, Wayne	DVOP	Rolla	10/6/2008	4/18/2014
Hutchings, Don	LVER	Independence	9/17/2018	8/28/2020
James, Trence	LVER	Independence	6/17/2019	8/28/2020
Kirk, Stephanie	DVOP	Arnold	1/4/2016	6/17/2016
Lee, Darryl	DVOP	Florissant	2/23/2015	8/18/2015
Lewis, Travis	LVER	OWD Central Office	1/6/2020	6/22/2018
Little, Lon	DVOP	Warrenton	3/16/2017	6/22/2018
McCann, Steven	LVER	West Plains	7/18/2016	5/12/2017
McDaniel, Robert (Rob)	CODL	Chillicothe	3/18/2019	9/4/2020
McPheeters, Kyle	DVOP	Columbia	12/17/2018	2/11/2020

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Morton, Craig	DVOP	Columbia	3/3/2000	6/15/2021
Oliver, Daniel	LVER	Arnold	11/1/2016	5/19/2017
Vacant	DVOP	Independence	10/16/2020	
Russell, Derrick	DVOP	St. Louis County North West	2/1/2019	8/21/2020
Seals, Latanya	CODL	Kennett	5/1/2018	7/26/2019
Tolliver, Robert (Allen)	DVOP	Arnold	12/17/2018	5/20/2020
Trappe, Bryan	LVER	Kirksville	11/16/2017	6/20/2018

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i. Such additional information as the Secretary may require.

"Per Grant Officer Memorandum 01-20, a response to this section is not required"

Community Services Block Grant (CSBG)

Note: Below is information about the employment and training activities carried out under the Community Services Block Grant (CSBG) (42 U.S.C. 9901 et seq.) that is included in the WIOA Combined State Plan. The complete CSBG State Plan is submitted directly to the Federal agency that administers that program and is collected under OMB Control Number: 0970-0382.

Where CSBG is included in the Combined State Plan, the State CSBG Lead Agency (as designated by the chief executive of the State under the requirements of section 676(a) of the CSBG Act (42 U.S.C. 9908(a)) will coordinate plans for employment and training activities under CSBG as part of a larger antipoverty and workforce development strategy.

As part of the Combined State Plan, the State CSBG Lead Agency must:

(a) Describe how the State and the eligible entities will coordinate the provision of employment and training activities through Statewide and local WIOA workforce development systems; and may

(b) Provide examples of innovative employment and training programs and activities conducted by eligible entities or other neighborhood-based organizations as part of a community antipoverty strategy.

(a)

1. Missouri's nineteen (19) Community Action Agencies (CAA's) provide assistance to individuals, families, and communities to reduce or eradicate poverty. CAA's act as a catalyst for community coordination to bring about changes in their communities and to better the lives of the families they serve on a daily basis. CAA's address the 'whole family' through a strengths based, family development approach to supporting individuals and families attain self-sufficiency which includes:

    a. Intake, assessment and referral - individuals are guided through a process to identify their strengths and needs

    b. Family support and case management services - an intensive one on one relationship to empower individuals and families set goals toward achieving self-sufficiency.

    c. Life skills classes to assist individuals in learning better ways to handle basic living skills, such as budgeting, employment readiness, etc…

    d. Coordination and referral for services to address barriers to achieving self-sufficiency, including: education; transportation; housing; child care; and other issues

2. Several CAA's also have employment and training units within their organizational structure, including, Missouri Job Centers (hosted by the CAA, or co-located with the CAA), WIA Youth Employment programs, Adult/Dislocated Worker Services, career preparation, internships, on-the-job training, mentoring, HiSET, and other supportive services. Community Action Agencies collaborate in the governance of the workforce development system by serving on Workforce Development Boards (WDBS), administering employment and training programs, sharing referrals with workforce partners, and coordinating services at the local level

3. Missouri's State CSBG office will work collaboratively with other state agency partners and with Community Action Agencies to nurture and extend the existing collaborative partnerships and

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develop new partnerships to enhance the effectiveness of the workforce system throughout the state.

(b)

The programs listed below were developed in partnership with Community Action, or are CAA programs that employ innovative or collaborative approaches to helping individuals attain self-sufficiency:

1. Reality Enrichment and Life Lessons (REALL): The Reality Enrichment and Life Lessons (REALL) project is a simulation designed to challenge youth to think critically about how choices and decisions made in adolescence may have consequences in adulthood. This program is conducted by several CAA's. Participating youth are given the life of someone who has made reactive or negative choices (all have dropped out of high school, some have past legal histories, some have low paying jobs, etc). Following this, they are given the life of someone who has made proactive or positive choices (all have graduated from high school and obtained some type of higher education, all are employed at a living wage, all have affordable child care, etc.). Youth are challenged to live those two lives and compare and contrast the experiences to draw conclusions in their own lives. It is the expectation that youth will draw on their experiences at the Reality Enrichment and Life Lessons simulation to make proactive choices in their own lives, so they may know self-sufficiency in adulthood.

2. The Purses for Success and Scrubs for Success: These are 2-3 year programs conducted by Northeast Central Community Action Corporation (NECAC) that work directly with unemployed, underemployed individuals that are seeking gainful employment Case managers work directly with individuals to increase their self-worth/confidence/emotional stability, knowledge of work-ethic/professionalism, balance and well-being by mentoring consistency, goal setting, time management and organizational skills that will thus increase their marketability and gain employment. Clients attend weekly meetings/workshops and register with Missouri Access Point at the local NECAC office if an Access Point is located there. Upon successful completion, the client is provided with necessary attire, shoes, tools, personal hygiene kit, and/or other donated items as may be available. Local business, nursing homes, and physicians' offices collaborate with NECAC.

3. PAVE (Projects, Assets, Values in Education) the Way: PAVE the Way is an innovative program designed to provide career education and job readiness opportunities for at risk high school students from low-income families conducted by Community Action Agency of Greater Kansas City (CAAGKC). PAVE the Way is uniquely positioned to help young people reach beyond their current circumstances and put themselves in the best possible position to be successful and have a more optimistic view of their future success. PAVE the Way students meet once per week in the classroom and utilize an online component to learn more about college and career readiness and to work on their writing skills for the college admission program. Students will also have additional exposure throughout the year in the form of community engagement, community service, and fieldtrips.

PRA BURDENS TABLE

Please note that the burden calculations for this table have been calculated differently depending on the referenced ICRs. The burdens included below are the same burdens that exist for these programs regardless of whether a state chooses to submit a Combined State Plan.

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OMB Control Number	Topic	Estimated Total Burden	Citation for Requirement to Respond
Common Form Elements			
1205-0522	Common Requirements and Program-Specific requirements for: The Adult Program, the Dislocated Worker Program, the Youth Program, the Wagner-Peyser Act Program, the Adult Education and Literacy Program, and the Vocational Rehabilitation Program	3,268 hours	WIOA sec. 102 and 103
Supplemental Collections for Combined Plan Partners' Program-Specific Elements			
1830-0029	Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) State Plan Guide	2,240 hours	Sections 122(a)(1) and 201(c) of the Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270, and WIOA sec. 103
0970-0145	Temporary Assistance for Needy Families (TANF) State Plan Guidance	594 hours	42 U.S.C. 602, and WIOA sec. 103
0584-0083	Supplemental Nutrition Assistance Program Operating Guidelines, Forms, and Waivers, Program and Budget Summary Statement	1431 hours[50]	7 CFR 271-274.1, and WIOA sec. 103
1225-0086	Grant Application Requirements for the Jobs for Veterans State Grants Program	1620 hours	38 U.S.C. § 4102A(c), and WIOA sec. 103.
1205-0132	Unemployment Insurance State Quality Service Plan Planning and Reporting Guidelines	1530 hours	29 CFR 97.40 ET Handbook No. 336 18th Edition, and WIOA sec. 103.
1205-0040	Senior Community Service Employment Program Performance Measurement System	406 hours	20 CFR Part 641, and WIOA sec. 103
0970-0382	Community Services Block Grant (CSBG) Model Plan Applications	112 hours[51]	Section 676(b) of the Community Services Block Grant (CSBG) Act (42 U.S.C. 9908(b)), and WIOA sec. 103.

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1. This number represents estimated average burden for the portion of the SNAP plan that covers programs authorized under section 6(d)(4) and section 6(o) of the Food and Nutrition Act of 2008 only.
2. This number represents estimated average burden for the portion of the CSBG plan that covers employment and training activities only.

Performance Indicator Appendix

All WIOA Core Programs

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

Additional Indicators of Performance

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance

Other Appendices

DRAFT FOR PUBLIC COMMENT