

Alaska Unified Plan

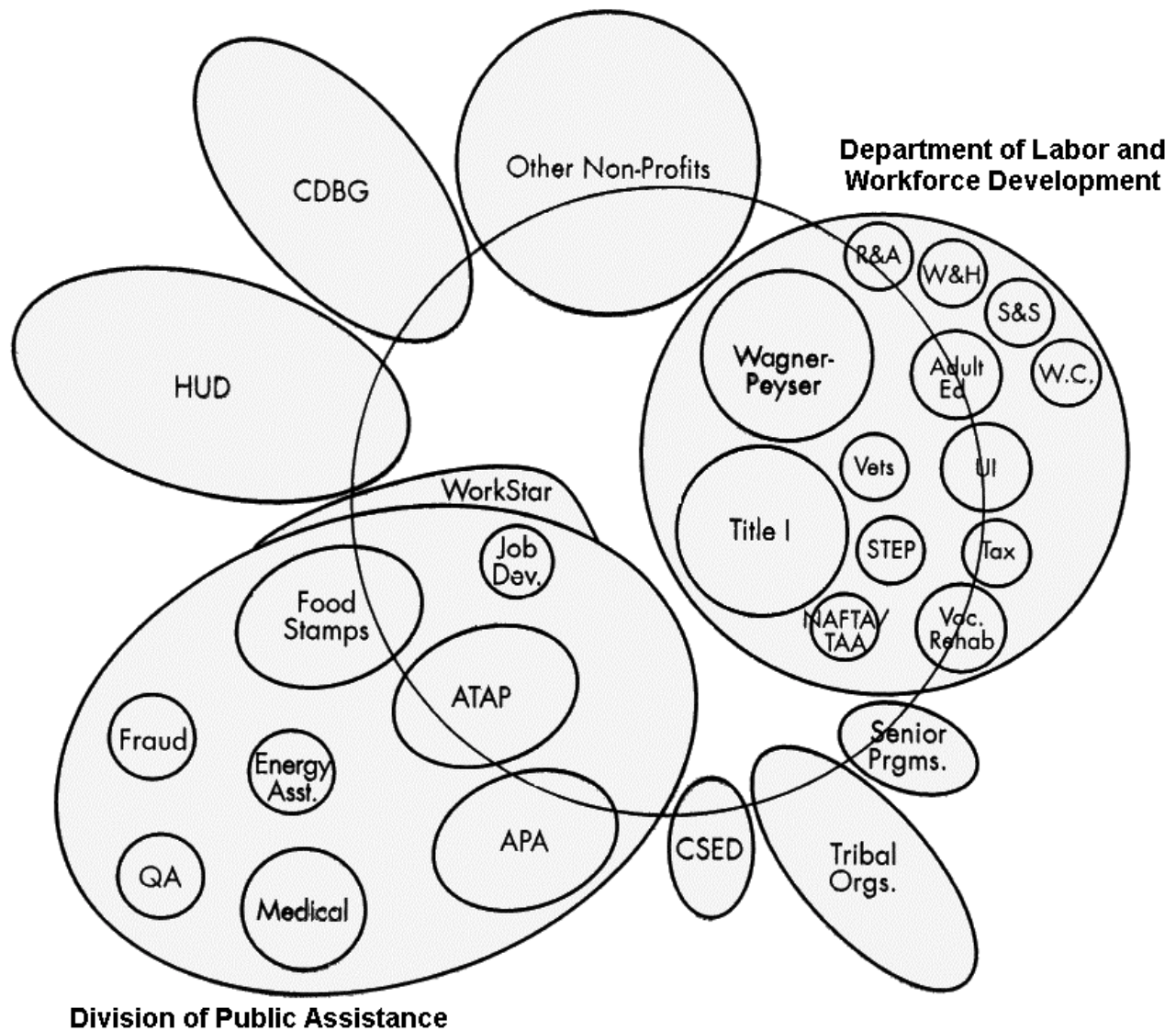
*For State Unified Plans
Submitted under Section 501
of the
Workforce Investment Act of 1998
State of Alaska
for the period of
June 2000 to June 2005*

**State of Alaska Unified Workforce
Investment System**

“Building connections that put Alaskans into good jobs.”

The Alaska Job Center Network

The WIA Partnerships



The WIA Partnerships

Each circle represents a State or Federal Program Department or Division. The smaller circles within a large circle indicate the programs under that Division. The circle in the center represents the WIA Partnerships. All programs in the center circle or touching the circle are WIA partners. (Perkins programs are also partners and will be added to the diagram)

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Programs under the Alaska Department of Labor and Workforce Development

Partners:

ABE	Adult Basic Education
NAFTA/TAA	North American Free Trade Agreement/ Trade Adjustment Assistance
R&A	Research and Analysis
STEP	State Training Employment Program
TAX	AKDOL Program
Title I	Adults, Dislocated Workers, Youth
UI (Alaska)	Unemployment Insurance
VETS	Veterans Employment and Training Service
W-P	Wagner-Peyser Programs
DVR	Division of Vocational Rehabilitation

Non-partners:

S&S	Standards and Safety
WC	Workers Compensation
W&H	Wage and Hour

Programs under the Division of Public Assistance (DPA)

Partners:

APA	Adult Public Assistance
ATAP	Alaska Temporary Assistance Program
TANF	Temporary Assistance for Needy Families Act
WtW	Welfare to Work
FOOD STAMPS	Food Stamp Employment and Training
JOB DEV	DPA Program

Non-partners:

ENERGY ASST.	DPA program
FRAUD	DPA Program
MEDICAL	DAP Program
QA	Quality Assurance

Programs under the Department of Education & Early Development (EED)

Partners:

Perkins II & III	Post Secondary and Tech Prep Programs
STW	School to Work Opportunities Act

Other Program partners

CDBG	Community Development Block Grant
CSED	Child Support Enforcement Division
HUD	Housing and Urban Development
OTHER	Other Non-Profits
SCSEP	Senior Community Service Employment Programs
WORKSTAR	Alaska Department of Community & Economic Development (ADCED)

Tribal Organizations

<i>ANCET</i>	<i>Alaska Native Coalition for Employment and Training</i>
<i>OTHER</i>	<i>Other Tribal programs</i>

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Overview of the State Unified Plan

Preface for Readers of the Plan

To All Readers of this Unified Plan

This document follows the State Unified Plan Planning Guidance Instructions and Questions prepared by a joint agency development group through the Federal Departments of Agriculture, Education and Early Development, Health and Human Services, Housing and Urban Development, and Labor and Workforce Development, and the Office of Management and Budget. The Guidance Instructions and Questions (GIQ) are listed in a separate document located at the Alaska Human Resource Investment Council's web-site <http://www.labor.state.ak.us/commish/ahric/forms/guidance.pdf> and can be referred to while reading through this document.

The Alaska Department of Labor and Workforce Development (AKDOL) engaged a team of 18 writers representing each of the agencies involved in the planning process. Each program or agency is included in the workforce investment system and writers developed content specific to their program requirements and regulatory or statutory stipulations.

Flow of the Document

The content follows the GIQ and addresses the instructions given and answers the additional questions asked regarding specific program inclusion in the plan. The Table of Contents (TOC) proceeds in the outlined structure of the GIQ. The GIQ addresses 14 specific content areas in alphabetical order from A-N. The sub-sections for each question A-N are listed within the document for easy identification of the answer to that sub-section question.

The TOC and document use specific heading styles and different fonts (style of lettering) to organize the flow of the text and there are highlighted headings to allow the reader to identify each area. If you are viewing the document from your computer use the Online Layout under View. This view will show the document in color. If you are reviewing from a hard copy the headings will signify the same areas but will be in black.

The sub-sections for each question A-N are listed in a **frame in bold dark red (black)** (i.e.: **e-i, e-ii, e-iii, etc.**)

The **Main Headings** for the TOC are gray with blue (or gray with black) outline and lettering. Each main section in the document (A-N) is highlighted in a **bold blue (or black) bar with white lettering** and aligns with the main TOC heading.

The **SECOND HEADING**, for both the TOC and document, is all-capped bold blue (or black) lettering and indicates the main question (s) asked in the GIQ for that section.

The **Third Heading** (TOC and document) identifies the principal concept (s) of each instruction in the GIQ or the specific program targeted in the additional questions.

The **Fourth Heading** (document only) is indented and identifies the elements of each instruction or the additional questions for specific programs.

In general, the content flow has a lead paragraph or section with an overview addressing the main question (s) and then a program-by-program description follows. Each program, when not part of a specific additional question, is highlighted in **bold blue (black) text**.

Other areas are highlighted throughout the document for emphasis and are in bold black or blue text, indented, numbered or bulleted. In addition, numerous charts are included to summarize or highlight data

It is important to note that some of the programs included in this Unified Plan are using the option allowed to submit their annual plans through this plan and therefore, have longer and more detailed sections. These programs include:

- Vocational Rehabilitation
- Perkins III – Post-Secondary
- Wagner-Peyser (coordination)
- Senior Community Service Employment Programs
- Adult Basic Education

The Housing and Urban Development (HUD) employment and training programs, Community Service Block Grant programs (CSBG), and the Community Development Block Grants (CDBG) are in the development and submittal process of their five-year plans and will not be included in this Unified Plan at this time. A transition plan with those programs will be developed as part of the on-going process of planning and coordination in the workforce investment system and submitted next fiscal year.

Understanding the Purpose of the Plan and the Planning Process

The Workforce Investment Act (WIA)

President Clinton signed the Workforce Investment Act of 1998 (WIA) and the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) into law on August 7, 1998, and October 31, 1998, respectively. These Acts will have a major impact on the nation's education and workforce investment systems. Implementation requires collaboration at the Federal, State, and local levels to create a more comprehensive, customer-focused workforce investment system.

One of the most innovative reforms introduced by the WIA is the State Unified Plan, which creates a new opportunity to maximize joint planning and coordination among programs and activities. The intent of this collaboration is to clearly focus on providing quality customer

service, cutting red tape, and building and maintaining performance partnerships. The State Unified Plan for Alaska details the joint planning and coordination efforts made by all of the State and Federal Programs included in the newly developed State of Alaska Workforce Investment System.

The Workforce Investment Act reforms Federal employment, adult education, and vocational rehabilitation programs and creates a new, comprehensive workforce investment system which is customer focused. Some of the WIA key principles are streamlining services, empowering individuals, providing universal access, increasing accountability, integrating and coordinating services, enhancing State and local flexibility, and improving youth programs. The WIA helps Americans access the tools they need to manage their careers through information and high quality services, and helps U.S. companies find skilled workers.

The five titles of the WIA include:

- Title I authorizes a variety of employment and training programs superseding the Job Training Partnership Act (JTPA);
- Title II contains the Adult Education and Family Literacy Act;
- Title III amends the Wagner-Peyser Act to require that Employment Service/Job Service activities become part of the “One-Stop” system;
- Title IV includes the Rehabilitation Act Amendments of 1998;
- Title V contains the authority for the State unified plan and other general provisions. States may also include Perkins III in a unified plan. Perkins III supports reforms and improvement activities in vocational and technical education to improve student achievement and preparation for postsecondary education, further learning, and careers.

Context of the Unified Plan

The unified plan demonstrates Alaska’s determination to use Federal resources efficiently by looking across programs (department and agency lines) to identify coordination opportunities.

The unified planning process balances Alaska’s desire to achieve the WIA strategic planning objectives with the need to demonstrate compliance with the statutory and regulatory requirements for each of the programs in the unified plan. The unified plan will provide several benefits to Alaska:

- Improved customer service, based on a holistic approach to serving customers which facilitates non-duplication of services and reaches new client groups
- Improved strategic planning, reflecting the sharing of knowledge at the State level concerning a wide range of programs and resources
- Increased computer and information technology (IT) system networking, providing the opportunity to learn about other and new IT systems and to promote the integrated use of technology

- Burden reduction, achieved through non-duplication of efforts and the need for less paper as opportunities for boilerplate language and certifications are identified
- Increased coordination at the local level, as the State fosters seamless services, through the coordination of education, training and employment resources and the provision of critical ancillary services
- Improved use of State and Federal resources, leading to greater effectiveness and efficiency

Programs & Activities Covered by the WIA and Acronyms Used

The State Unified Plan addresses the service provisions from a multitude of federally funded, state funded, and locally implemented programs. A listing of the programs and activities covered in Section 501 of the WIA is presented below.

Section 501 Programs and Activities of the WIA

- Perkins III/Secondary - Secondary Vocational Education programs. Administered by Department of Education, Office of Vocational and Adult Education
- Perkins III/Postsecondary - Postsecondary Vocational Education programs. Administered by Department of Education, Office of Vocational and Adult Education
- Title II of Perkins III - Tech-Prep Education. Administered by Department of Education, Office of Vocational and Adult Education
- Workforce Investment Activities for Adults, Dislocated Workers and Youth, or the WIA Title I - Activities authorized under Title I, Workforce Investment Systems. Administered by Department of Labor, Employment and Training Administration
- Adult Education and Family Literacy Programs - Activities authorized under Title II of the WIA, Adult Education and Family Literacy. Administered by Department of Education, Office of Vocational and Adult Education
- Food Stamp Employment and Training Program, or FSET. Administered by USDA, Food and Nutrition Service
- Trade Act Programs - Activities authorized under chapter 2 of title II of the Trade Act of 1974. Administered by Department of Labor, Employment and Training Administration
- Employment Service (ES) - Programs authorized under the Wagner-Peyser Act. Administered by Department of Labor, Employment and Training Administration
- Vocational Rehabilitation - Programs authorized under Part B of title I of the Rehabilitation Act of 1973, other than §112 of such Act. Administered by Department of Education, Rehabilitation Services Administration
- Veterans Programs, including Veterans Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program - Programs authorized under chapters 41 & 42 of Title 38, USC, and 20 CFR 1001 and 1005. Administered by Department of Labor, Veterans' Employment and Training Service

- Unemployment Insurance (UI) - Programs authorized under State unemployment compensation laws. Administered by Department of Labor, Employment and Training Administration
- Temporary Assistance for Needy Families (TANF), and Welfare-to-Work (WtW)) - Programs authorized under part A of title IV of the Social Security Act. TANF administered by Health and Human Services, Administration for Children and Families; WtW administered by Department of Labor, Employment and Training Administration
- Senior Community Service Employment Program (SCSEP) - Programs authorized under title V of the Older Americans Act of 1965. Administered by Department of Labor, Employment and Training Administration
- Community Development Block Grants (CDBG) and Public Housing Programs - Training activities funded by the Department of Housing and Urban Development.
- Community Services Block Grant (CSBG) - Programs authorized under the Community Services Block Grant Act. Administered by Health and Human Services, Administration for Children and Families

Acronyms of Federal and State Program

State and federal programs use a variety of names and acronyms to identify each program or activity. A listing of common names and acronyms for State and Federal programs follows to aid readers in understanding the program references, acronyms, and terminology used in the plan.

<i>ABAWD</i>	<i>Able-Bodied Adult without Dependents</i>
<i>ABE</i>	<i>Adult Basic Education</i>
<i>AHRIC</i>	<i>Alaska Human Resource Investment Council</i>
<i>AJCC</i>	<i>Alaska's Job Corp's Center</i>
<i>AJCN</i>	<i>Alaska Job Center Network</i>
<i>AKDOL</i>	<i>Alaska Department of Labor and Workforce Development</i>
<i>ANCET</i>	<i>Alaska native Coalition for Employment and Training</i>
<i>ATAP</i>	<i>Alaska Temporary Assistance Program</i>
<i>CDBG</i>	<i>Community Development Block Grant</i>
<i>CDS</i>	<i>Community Development Specialists</i>
<i>CSED</i>	<i>Child Support Enforcement Division</i>
<i>DPA/APA</i>	<i>Division of Public Assistance/Adult Public Assistance</i>
<i>DVOP</i>	<i>Disabled Veteran Outreach Program</i>
<i>DVR</i>	<i>Division of Vocational Rehabilitation</i>
<i>DMHDD</i>	<i>Division of Mental Health and Developmental Disabilities</i>
<i>EED</i>	<i>Alaska Department of Education & Early Development</i>
<i>ESD</i>	<i>Employment Security Division</i>
<i>GED</i>	<i>General Educational Development</i>
<i>HUD</i>	<i>Housing and Urban Development</i>
<i>IDP</i>	<i>Individual Development Plan</i>

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<i>JTPA</i>	<i>Joint Training Partnership Act</i>
<i>LEAs</i>	<i>Local Education Agencies</i>
<i>LVER</i>	<i>Local Veteran Employment Representative</i>
<i>LWIBs</i>	<i>Local Workforce Investment Boards</i>
<i>MOU</i>	<i>Memorandum of Understanding</i>
<i>NAFTA/TAA</i>	<i>North American Free Trade Agreement/ Trade Adjustment Assistance</i>
<i>R&A</i>	<i>Research and Analysis</i>
<i>SCSEP</i>	<i>Senior Community Service Employment Programs</i>
<i>SESA</i>	<i>State Employment Security Agency</i>
<i>SDA</i>	<i>Service Delivery Area</i>
<i>SPC</i>	<i>Single Point of Contact</i>
<i>STEP</i>	<i>State Training Employment Program</i>
<i>STW</i>	<i>School to Work Opportunities Act</i>
<i>SWIB</i>	<i>State Workforce Investment Board</i>
<i>TANF</i>	<i>Temporary Assistance for Needy Families Act</i>
<i>UI(Alaska)</i>	<i>Unemployment Insurance</i>
<i>VETS</i>	<i>Veterans Employment and Training Service</i>
<i>WIA</i>	<i>Workforce Investment Act</i>
<i>WIBs</i>	<i>Workforce Investment Boards</i>
<i>W-P</i>	<i>Wagner-Peyser Programs</i>
<i>WtW</i>	<i>Welfare to Work</i>

State of Alaska Unified Plan

A. Vision and Goals

COMPREHENSIVE VISION OF A WORKFORCE INVESTMENT SYSTEM

Workforce Investment System

The vision for Alaska's Workforce Investment System is “[building connections that put Alaskan's into good jobs](#).” A good job is described as one that has adequate pay, benefits and career advancement opportunities that can sustain an individual and their family economically without reliance on public subsidy. (Self Sufficiency)

This comprehensive vision will guide the workforce investment system. The system will provide employment education, training and support services to assure Alaska employers have a skilled workforce and Alaska workers have employment choices. The system will promote a healthy economy and strong communities by increasing employment opportunities through improved access to government, education and private sector activities that develop, strengthen, stimulate and diversify Alaska's economic base.

Statewide Primary Workforce Development Goals

Strengthen the involvement of business, industry, and economic development to build Alaska's workforce.

Ensure access to quality employment education, training and employment services statewide, particularly to rural areas and for the economically disadvantaged.

Evaluate programs of the workforce investment system to optimize customer employability.

Advocate for Alaska's human resource investment programs and promote continuous improvement.

Promote the full integration of Alaskans with disabilities into all aspects of the workforce development system to put people with disabilities into good jobs.

Strengthen the involvement and ability of Alaska's Education system to develop Alaska's workforce.

In order to achieve workforce investment system improvements over the five-year period, cross system measures will be used to gauge progress of the Plan. The measures will assist in understanding if the goals and strategies are effective in achieving the following broad results:

- Increasing the number of jobs held by Alaska residents.
- Reducing unemployment by economic region in Alaska.
- Decreasing welfare dependence by economic region in Alaska.
- Gaining income for Alaskans as compared to non-resident workers.
- Enhancing and increasing the supply of trained and credentialed workers for good jobs in demand.
- Retaining skilled workers in vital Alaskan industries.
- Gaining of skills and technical knowledge in Alaska's emerging and current workforce that meets the requirement of industry-based, nationally recognized skills standards.

Other Legislation and Initiatives

In May of 1999 the Legislature passed House Bill 40, which was a major restructuring of several state departments. The bill abolished one department and transferred programs between agencies. Programs related to workforce development were consolidated into the Department of Labor. The department changed its name accordingly to the "*Alaska Department of Labor and Workforce Development (AKDOL)*."

Three significant federal and state workforce reform initiatives that connect with all workforce development programs are also underway in Alaska: Alaska's School-to-Work (STW) initiative, implementation of Job Centers through the Alaska Job Center Network (AJCN), and welfare reform through the Alaska Temporary Assistance Program (ATAP).

Legislation, departmental restructuring, and the Governor's Administrative Order resulted in bringing human resource investment issues forward in public policy. These combined efforts have launched serious concentration on building Alaskans' skills and knowledge to ensure a strong state economy in the years ahead.

Economic Development and Challenges

The slow, steady growth that has characterized Alaska's economy for the last decade is likely to continue for the immediate future. Employment growth will be focused primarily in the service, trade and transportation industry sectors. New jobs are anticipated to be created at a faster pace outside the Anchorage area and will likely be for lower pay than many of the jobs that have been lost in declining industries such as oil and wood products. Employment growth will be driven by a growing population, increasing tourism, and developing an economy that provides more services locally. This growth in the number of new jobs, coupled with normal turnover, will result in a variety of employment opportunities for the unemployed, underemployed and recent graduates of Alaska schools.

The challenge for Alaska will be to prepare its labor force with the necessary skills to meet the needs of industry as it moves forward. The vast distances between community centers and the rich mix of cultures in Alaska add a complexity to delivery of services that are unimaginable in other states.

There are many challenges that impact the ability to achieve the vision of connecting Alaskans with good jobs.

Major Challenges for Alaska That Could Impact the System

- Flat federal and state funding for the workforce investment system.
- Economic disasters, corporate mergers, plant closures.
- Quality Schools Initiative and High School Exit exams.
- Out migration of educated youth.
- In migration of skilled and educated workers.
- High welfare dependence and unemployment coupled with a shortage of sustainable jobs in many communities.
- Low vocational and technical education investment statewide and regionally.
- High demand for skilled workers who have passed nationally recognized industry-based certification examinations.
- High job turnover in key industries and occupations.
- People with multiple barriers to employment that inhibit successfully helping them.
- No established statewide system for providers of Youth services.

Additional Major Challenges for Alaska

- Providing access to services in remote or rural areas where Alaska's workforce is widely dispersed throughout the 586,000 square miles of geographic area in the State creating difficult, often impractical or impossible, and costly service options. This challenge is partially addressed with the use of Internet technology to bridge the physical distances.
- Finding adequate resources such as personnel, technology and equipment, and establishing a unified and common communication systems for all agencies are limited by physical restrictions, regulatory requirements, and funding restrictions.
- Integrating and coordinating of all workforce development partners can be constrained by different funding sources and requirements creating a less effective and seamless delivery of services to customers.
- Developing policies and/or establishing consensus on program priorities can be a lengthy and cumbersome process, due to divergent geographic and economic

issues statewide, diminishing the efforts for seamless delivery of services to customers.

- Dealing with dislocations in which the workers are widely dispersed throughout the State, and employed by a number of small businesses.
- Identifying eligible long term and at-risk participants whom are a part of the larger ATAP pool can be difficult. Caseloads are “sifted and sorted” repeatedly to identify WtW eligible participants, and then to determine whether they meet the more restrictive definition of long term, on whom 70% of WtW funds must be spent.
- Identifying non-custodial parents who are not a part of the ATAP system and motivating them to participate in services designed to help them access those services so that they can become self-sufficient and better support their children.

Alaska Specific Major Challenges

- Compensating for distance restrictions and limitations due to Alaska encompassing the largest land-mass with the most sparsely isolated populations in the United States
- Modifying services approaches to handle the fact that Alaska has one of the least developed rural-based infrastructures in the U.S., especially as it relates to real “job availability.” There are few full-time positions in many rural areas.
- Providing services effectively in extremely small (less than 100) isolated communities (accessible by air only) where the customer desires to remain in the community (their home) but employment opportunities are minimal.
- Addressing the fact that rural Alaska has one of the highest welfare recipient rates.
- Addressing the fact that rural Alaska has the highest teen pregnancy rate per capita in the nation.

These challenges will have some bearing on the ability of the state to meet the overall purpose of this plan. At this time it is unclear whether Alaska as a “small state” under the US Department of Labor WIA formula could lose 15% of its WIA Title I funding, which is the major source for Alaska’s public employment education and training effort. Reduced funding will limit service expansion and/or improvement.

Consolidating workforce programs under the AKDOL, combined with implementing the Act, provide the state a new framework for improving the results of customers. Unique opportunities are provided by establishing strong and formal relationships with Alaska’s Native WIA programs, improving the one-stop delivery system, joining economic development activities, and creating direct partnerships with all levels of education to achieve the plan goals. The key to reforming Alaska’s workforce investment system has been

coordination and collaboration. The Unified Plan continues and increases this coordination and collaboration. Each partner included in the plan will contribute to achieving the state's broad goals for developing Alaska's workforce while striving to meet and exceed their individual program and client performance outcomes.

The Unified Plan's guiding strategies to achieve the broad goals for changing and improving the Workforce Investment system are:

- Provide flexibility to Local Workforce Investment Boards (LWIBs) in using program funds to cover unfunded mandated activity
- Reinforce the Alaska Job Center Network(AJCN) as the statewide one-stop system
- Use Baldrige Criteria and a Continuous Improvement process
- Incorporate regional planning within workforce investment areas
- Coordinate regional planning for rural Alaska with the Denali Commission
- Identify and use Best Practices and innovative strategies
- Continue efforts to reduce welfare dependence with particular emphasis on those persons termed hardest to serve
- Build a statewide standard system of voluntary skills for education and training in alignment with the Voluntary National System of Skill Standards being developed by the national Skills Standards Board.
- Strengthen partnerships with Alaska Native employment and training organizations
- Expand access to services through technology for all citizens with an emphasis on rural Alaska
- Emphasize services for student success including high school completion, parent and employer involvement, and career pathways.
- Provide activities to support an information exchange for workforce investment, Youth programs, and service providers
- Build one statewide Vendor system focused on quality service and high performance.

SWIB strategies for the first year of WIA include:

- Develop an information exchange for Youth Services connecting service providers, youth, schools and educators, employers, and interested parties
- Develop strategies for the new education goal, which include participating with policy leaders from the University of Alaska and the Alaska Department of Education and Early Development to establish priorities and criteria for improving vocational and technical education statewide for grades K-16.
- Implement a single point of contact for employers at Job Centers and through the electronic Alaska Jobs Network Information System to improve service for employers utilizing one-stop services.
- Build a positive working relationship between the State and Local Boards through annual working meetings and regular communications. First year emphasis will be mutual board development opportunities, understanding and using the Baldrige Criteria for Continuous Improvement, and building performance and vendor information networks for centralizing collection of information and reporting.

The State of Alaska is committed to ensure that all Alaskans are employed and that job opportunities exist in all corners of this great state.

Contributions of Unified Plan Partner Programs

Senior Community Service Employment Program (SCSEP) is contributing to the goals of a workforce investment system by concentrating on preparing low-income older adults for transitioning into the workforce. The focus is on coordinating services with workforce development partners through integration of services via co-location and electronic connections with the AJCN, as well as educating the partners on older worker issues, and being an advocate for seniors' inclusion in the workforce

Adult Basic Education (ABE) program is contributing to the WIA goals by focusing and concentrating on preparing adult learners for transitioning into jobs, vocational training, or higher education. This is accomplished through instruction in basic reading, writing, and mathematics, in GED preparation and in the teaching of ESL. Family Literacy programs, funded through Even Start also have an adult education component.

Adult and Dislocated Worker programs are contributing to the WIA goals by providing core intensive and training services to persons seeking work. The programs direct training services towards attainment of nationally recognized certifications in industries and occupations that are in demand, based on state, regional, and/or local labor market information. The focus is on coordination of services through numerous partnerships, as specified in the Governor's Coordination and Special Services Plan (GCSSP), and through integration of services via co-location and electronic connection with the AJCN. When feasible, a peer worker model is utilized to facilitate outreach to dislocated workers.

Alaska State Employment and Training Program (STEP) is contributing to the WIA and complimenting the adult and dislocated worker programs by offering training and employment assistance to adult workers. It is integrated into the workforce development system and has the AHRIC oversight authority through the Legislature.

Youth program is contributing to the WIA by providing comprehensive services to eligible in-school and out-of-school at-risk youth within a planned statewide workforce investment system. The program is focused on designing, enhancing, and reinforcing youth activities that connect youth with a full range of services and community resources that lead to academic and employment success. Youth benefit from services in both urban and rural areas creating an effective leveraging of resources through partner agencies under the umbrella of the One-Stop system. Capacity building within individual communities is an initial step in developing youth potential for a future in the State and in the global economy. The ultimate goal is to create and maintain a seamless continuum of educational and career development opportunities and incentives that will assist youth in selecting, pursuing and obtaining careers that result in self sufficiency. Services will include academic, occupational, vocational, work readiness and life skills training to enable our youth to achieve appropriate credentials and contribute effectively as productive members of Alaska's economy.

Alaska Temporary Assistance Program (ATAP) is contributing to the WIA goals by moving Alaskans from welfare into jobs so they can support their families, and to maintain a

safety net for those in need by providing temporary assistance through the Temporary Assistance for Needy Families (TANF) block grant. There is a strong emphasis on work and job readiness, on planning for self-support, on pursuing child support, and on preventing unplanned and out-of-wedlock pregnancies.

Welfare to Work is contributing to the WIA goals by providing services to hard-to-serve recipients of the ATAP to enable eligible Alaskans to become economically independent of public assistance before they reach their five-year lifetime assistance limit. While services are similar to ATAP, the target groups are long-term welfare clients who have significant barriers to employment.

Wagner-Peyser Program (W-P) is contributing to the WIA goals by developing and maintaining a self-service automated public labor exchange. This exchange provides the most complete, current, and extensive listing of job openings in the State. Using in-house and Internet-based technology, Alaska employers and job seekers now have desk-top access to career information, resume preparation, local or expanded recruitment, job search assistance, labor market information, veterans services and benefits information, instant access to job training resources, and temporary public assistance.

W-P staff is developing and expanding skills in case management to more effectively deliver W-P services to priority populations, veterans and UI claimants. W-P resources are also used to help with vocational assessment and counseling services in the Job Centers. In addition, W-P is an advocate for the business customer.

Carl D. Perkins Vocational and Technical Education Act of 1998 is contributing to WIA goals by providing support to secondary and postsecondary vocational education programs. These programs help students achieve challenging academic, vocational and technical standards, be prepared for further learning, and attain the skills needed to pursue high-skill, high-wage careers, not just entry-level jobs.

A.1. a) Vocational Rehabilitation:
i) In accordance with sections 101(a)(15)(C) and (D), identify the goals and priorities of the State in carrying out the program and identify the strategies to address the State's needs and achieve the State's goals and priorities (Sec. 101 (a)(15)(C) and (D))

State Division of Vocational Rehabilitation (DVR)

The most compelling priority for the Alaska Division of Vocational Rehabilitation (DVR) is to ensure the full integration of people with disabilities into all aspects of community life. With an unemployment rate of nearly 70% for people with disabilities, a major priority for DVR is to support the WIA partners to better meet their obligations and responsibilities to serve people with disabilities.

The DVR will address the following broader priorities over the next five years:

Advocacy – The unemployment rate of Alaskans without disabilities is at an all time low, 4.6%, while people with disabilities continue to face significant barriers to

employment. Congress intended the Workforce Investment Act to be a vehicle for increasing the level of services provided to people with disabilities by the WIA partners other than just vocational rehabilitation programs. The DVR will advocate on behalf of people with disabilities to ensure that all the WIA partners increase their capacity to better serve people with disabilities.

Integration of Programs – Significant strides have been made to successfully co-locate and assign (out-station) staff of the DVR in One-Stop centers throughout Alaska. Achieving true integration of programs and services goes beyond co-location and involves analyzing forms and processes of each partner agency to determine the changes needed for successful integration of services.

Quality Services – The basis for delivering DVR services is acting on the choices of people with disabilities and focusing on career opportunities rather than entry level job placement. Supporting Alaskans with disabilities in realizing their career dreams requires high quality customer services in all One-Stop Job Centers. This is a priority for the DVR.

Incorporating the Informed Choice provisions of the Rehabilitation Act Amendments of 1992 into all phases of the Rehabilitation process has always been the goal of the DVR. Meeting the needs of individuals eligible for Supported Employment services have followed the overall design of the Informed Choice construct. Comprehensive Supported Employment services are available in accordance with all provisions set forth in Section 622 of the Rehabilitation Act.

DVR has a commitment to continually improve Supported Employment services. Existing cooperative agreements with public and private organizations will be revised and renewed consistent with the principles set forth in the Workforce Investment Act. A complete analysis will be conducted to determine if other providers are present who could add to the breadth of service options available to provide Supported Employment services.

A.1.a-ii) Specify the goals and plans of the State with respect to the distribution of funds received under section 622 (§ 625(b)(3)).

Fund Distribution - DVR has been a minimum funding State recipient (\$300,000) of supported employment funds since 1986. The \$300,000 received is dedicated to case services and distributed throughout the five geographical service regions of the DVR program. The DVR Client Service Policy Manual defines the parameters of supported employment services. Supported employment services may be provided to persons with the most severe disabilities who require job site training and a variety of on going support services. Supported employment must include on-going support services in an integrated work setting on a time-limited basis, not to exceed 18 months. These on-going services are planned using another agency, service provider or natural support system, and developed in conjunction with or prior to closure.

A.1. (b) Unemployment Insurance, provide a concise summary of the State Employment Security Agency's (SESA) key direction and strategies for the plan, identifying the goal/main objective of each focus area.

Alaska Unemployment Insurance (UI)

The Alaska Unemployment Insurance program is contributing to the WIA goals by addressing the State Employment Security Agency (SESA) key directions and strategies. The UI program shares the same fundamental goal that the program nationally has held for over sixty years - to provide partial wage replacement for workers temporarily out of work for reasons beyond their control and actively pursuing reemployment. The delivery of this service is pursued with great emphasis on customer service and protection of the workers' rights to due process. It is closely monitored for timeliness and quality through a nationally mandated system of program reviews and state continuous improvement activities.

For implementation of the WIA in July of 2000, staff and resources have been committed to form closer cooperative associations with partner agencies. Alaska's recent consolidation of many of these agencies into the new AKDOL has given this cooperative effort the impetus to successfully implement the WIA.

Following the national emphasis of providing re-employment services, Alaska has applied for and received a State Improvement Grant to improve our Worker Profiling Reemployment System (WPRS) and coordinate reemployment efforts. This two-year project has, as one of its primary goals, the improvement of the reemployment opportunities offered UI claimants in Alaska. Program goals also include reducing claim duration and increasing reentry of unemployment insurance claimants into the workforce.

In other areas of national emphasis in the UI program, Alaska has closely examined the level of access the workforce has to temporary wage replacement. Alaska's reciprocity rate ranks among the highest in the nation. Similarly, using the nationally accepted "average high cost multiple" formula, our trust fund solvency is deemed adequate to respond to any foreseeable economic downturn.

The wage replacement rate is extremely low, with weekly benefit amounts locked in to a legislated table, rather than keyed to a formula related to average weekly wage or some other measure. While a large percentage of claimants are paid, the pay is not sufficient and this will be the subject of future legislative proposals. The challenge will be to raise the wage replacement rate for a significant percentage of claimants without jeopardizing either the reciprocity rate or trust fund solvency to fund this benefit increase.

For the last two years Alaska has conducted semi-annual Customer Satisfaction Surveys of randomly selected claimants representative of the State as a whole and of urban vs. rural sub-groups. UI has come to rely on these surveys to guide future enhancements, as well as staff training and procedural development. Feedback obtained from these surveys dictated the postponement of a proposed Internet UI application and was the basis for the direct deposit project to be initiated. Customer feedback has been extremely valuable and plays a key role in the continuous improvement efforts of the future.

B. One-Stop Delivery System

THE INTEGRATED SERVICE DELIVERY SYSTEM

Alaska's Delivery System

In 1996 the US Department of Labor awarded the state \$5.4million to implement the one-stop career center system plan. Alaska's one-stop delivery system is known as the Alaska Job Center Network (AJCN). The AJCN began as a collaborative effort of the State divisions of Employment Security, Community and Rural Development, Vocational Rehabilitation, and Public Assistance, the Private Industry Councils (now known as Local Workforce Investment Boards - LWIB) and the Alaska Human Resource Investment Council (AHRIC). In 1999, Administrative Order No. 182 (Appendix 4) officially designated the AJCN as the State's one-stop career system. A state level agreement, signed in 1999, defining the AJCN is included as Appendix 5. This agreement commits the state level partners of the one stop system to continue working together towards the goals of WIA.

The Alaska Job Center Network is a broad umbrella encompassing all aspects of the delivery system for employment, training and temporary assistance opportunities. The network includes the Job Centers (our state's name for One Stops), affiliated agencies and temporary or "transitions" centers. In addition, it includes the electronic or virtual delivery systems that are accessible from the Job Centers, but also through anyone's home or business computer or through one of the tribal Employment and Training agencies throughout rural Alaska.

Administrative Order No. 182 also designated the AHRIC as the State Workforce Investment Board (SWIB). The order designated the Anchorage/Mat-Su Local Workforce Investment Area (Local WI Area) and the Anchorage/Mat-Su Local Workforce Investment Board (LWIB) and the Balance of State Local Workforce Investment Area (BOS Local WI Areas) and Balance of State Local Workforce Investment Board (BOS LWIB), respectively. The AHRIC was charged with ensuring that there is adequate regional representation on the BOS LWIB, and with developing criteria for additional geographic regions that wish to apply for their own area designation under the Act.

Guiding principals and Job Center Standards for the One-stop system were adopted by the SWIB (May 1999). These are attached as Appendix 6. Most of the Job Centers have met these standards and were certified by the State Board at their March meeting in Juneau. These standards serve as a foundation to ensure quality and rule compliance at Job Centers and may be improved upon by the LWIBs as appropriate to their localities. Each local Job Center or one stop creates a local level partnership agreement known as a Site Working Agreement or SWA. In each Job Center, the partners who are physically collocated vary considerably based on the community's size, needs and program funding availability. Additional partners' services are then made available electronically through the Internet or a combination of phone and fax to ensure that all services are available to all Alaskans. A sample SWA is attached as Appendix 7.

Also included within the certification process are two evaluations (see Appendix 6, Standards), a Self-Evaluation for the Management Workgroup and a Peer to Peer Evaluation performed by another Job Center team. Through these evaluation processes, each Job Center documents how they collaborate with all the WIA partner programs to deliver the full range of services in their community. These vary widely.

The Alaska Department of Labor and Workforce Development (AKDOL), the primary one-stop system administrator, and the SWIB, in accordance with the Act, delegate to each Local WIB the flexibility needed in managing their system. The SWIB will serve, when requested, as a mediator for differences that arise from operating and improving one-stop service.

There are Job Centers in both workforce investment areas: Anchorage, Mat-Su & Eagle River; and Juneau, Fairbanks, Yukon-Kuskokwim, Ketchikan, and the Kenai Peninsula. It is anticipated that additional Job Centers, Satellite Job Centers (defined below) and Affiliated sites will join this system and that it will grow in effectiveness and breadth as a result of the implementation of the WIA.

The responsibility for certification of the Job Centers will transfer from the SWIB to the LWIBs as of July 1, 2000 (see Standards, Appendix 6). The SWIB adopted the Standards to serve as statewide minimums, to be implemented across the state. Issues not addressed are left to the LWIBs for implementation (i.e. what constitutes a local MoU between the LWIB and the WIAs one stop partners or how to develop communication networks so that Affiliate sites can share information about each other's programs). This policy reflects the fact that both of Alaska's LWIBs serve very different kinds of communities and must have then flexibility to serve them well.

The AJCN includes full service and satellite Job Centers, as well as designated affiliate sites through which the various partner agencies deliver services to all Alaskans.

- **Full Service Job Center** is a co-location from which a majority of the WIA partner programs deliver the full range of the WIA core services to a universal population, along with intensive and training services based on eligibility. Participation of some partners may be electronic, but efforts are established to co-locate partners in the same physical location.
- **Satellite Job Center** is a co-location from which one or more of the WIA partner programs deliver the core services to a universal population, along with as many intensive and training services as feasible. The Satellite Job Center will have an electronic link to all the WIA partner programs.
- **Affiliate Site** is a location from which a single partner agency delivers services - typically their own office and typically as a base of operations in cooperation with the AJCN system (examples include: Adult Education Programs not collocated, the DVR Evaluation Centers, the Palmer Senior Center).

The AJCN also includes the "Virtual Job Center" at www.jobs.state.ak.us and seeks to maximize its use and feasibility. The Satellite Job Center will have electronic access to the "Virtual Job Center."

Guiding Principles

As documented in Appendix 6, service delivery throughout the statewide AJCN system is guided by the commitment to these foundational principles:

- **Customer Service Focus.** Job Centers will respond to the needs of their customers - both job seekers and employers - and pursue continuous improvement based on customer feedback.
- **Universality.** All Alaskans will have access to a full array of job seeking and employment development services.
- **Customer Choice.** Customers will have a wide range of service options as well as sufficient information and assistance to aid them in making informed choices from the array.
- **Integration.** Services, programs, and fiscal commitments currently administered by separate federal, state, and local governments will be integrated for maximum efficiency and customer responsiveness.
- **Performance Driven.** Success will be evaluated on clearly measurable outcomes in meeting the needs and expectations of their customers.

These principles provide the basis for flexible and streamlined services and empower individuals to make better employment decisions.

Job Center Management

Center management, data processing, marketing, training, performance measures and other operational issues and policy decisions have been made with the assistance of standing and ad hoc committees. The committee members are from the partner agencies, as well as from other agencies both governmental and non-profit. During One-Stop implementation, a state-level steering committee governed the AJCN. Following the WIA implementation, the LWIBs will locally guide the Job Centers and the State WIB will continue to ensure equity across Alaska.

Each Job Center uses Advisory Committees to advise the staff on development and operations of the Job Center. The Advisory Committees emphasize efficiencies that help to assure employers and job seekers satisfaction with Job Center services. They also provide recommendations to the LWIB regarding the employment and training needs of the community.

By the WIA implementation, Alaska will have eight full service Job Centers across the State as well as three satellite Job Centers where some, but not all of the services, are available. Nine Affiliates are already recognized by the SWIB with the expectation that this group may be 150 to 200 sites over the coming years. They include some small community Job Centers (only one ES staff, say), as well as sites like the Palmer Senior Center where employment services are available for seniors and whose program manager regularly participates in AJCN training and networking opportunities.

All of the Job Centers and Satellite Job Centers are a part of a computer network, with standardized software, that has been installed as an expansion of the State's Wide Area

Network (WAN). This provides a platform for future implementation of an integration of a truly integrated electronic case management system, as planned by the AJCN partner agencies.

WIA Job Center Partners

A key component of the One-Stop system in Alaska is the designation of consortiums of mandatory and voluntary partners as the One-Stop operators in the Local Service Areas. The consortia provide the oversight and coordination of service delivery in the local area. As members of the consortia, the role of the partners is to fully participate in the decision making and planning for the One-Stop system. Further, the members of the consortia are held accountable by the Local WIB. The Local WIB, as the entity responsible for services, has final authority for the performance and quality of services provided through a One-Stop. This approach ensures full participation of the members and mutual accountability.

Staff at all Job Centers will be trained to be sensitive to the needs of all customers. Customers who have special requirements will be accommodated to ensure an appropriate level of service is provided. All services will be provided in a manner assuring compliance with the non-discrimination and Equal Opportunity provisions of the Workforce Investment Act, Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age Discrimination Act, Title IX of the Education Act, and the Nontraditional Employment for Women Act.

To ensure nondiscrimination and equal opportunity, each Job Center will have a designated Equal Opportunity Representative (EOR). It will be the responsibility of these representatives to provide information and assistance to clients and staff regarding equal opportunity and nondiscrimination, and to act as the local complaint coordinator. EORs, with assistance from the SESA equal opportunity officers, will assure the posting of required nondiscrimination posters and information and will direct any complaints to the appropriate agency for resolution following the guidelines laid out in the Methods of Administration required under WIA Section 188. Necessary training for EORs will be provided jointly by the Job Center partners and by the SESA Equal Opportunity officers as necessary.

Every Job Center will meet the standards of the Americans with Disabilities Act. Costs of reasonable accommodations will be the responsibility of the partner or partners serving the requesting client according to existing cost allocation agreements.

There are several programs and activities identified in the Workforce Investment Act that shall make their services available to customers through the One-Stop Delivery System. The Act identifies programs that are required partners as well as additional human resource programs that may be partners in the One-Stop. The following are Internet addresses for each of the partners. Each web-site provides information about these partners. Some of the web-sites connect to the local program operators, which may be helpful to the Chief Elected Official in establishing her/his local One-Stop Delivery System.

One-Stop Partners Required by Title I of the Workforce Investment Act:

- Adult: <http://www.doleta.gov/programs/adtrain.htm>
- Dislocated Worker: <http://www.wdsc.org/layoff/index.htm>
- Youth: <http://www.doleta.gov/programs/youthtrn.htm>
- Employment Service: <http://www.doleta.gov/uses>
- Adult Education: <http://www.ed.gov/offices/OVAE/adusite.html>
- Postsecondary Vocational Education: <http://www.ed.gov/offices/OVAE/vocsite.html>
- Vocational Rehabilitation: <http://ed.gov/offices/OSERS/RSA/rsa.html>
or <http://www.labor.state.ak.us/dvr/home.htm>
- Welfare-to-Work: <http://wtw.doleta.gov/>
- Title V of the Older Americans Act: <http://www.wdsc.org/owprog/>
- Trade Adjustment Assistance: <http://www.wdsc.org/layoff/trade.htm>
- NAFTA Transitional Adjustment Assistance: <http://www.wdsc.org/layoff/trade.htm>
- Veterans Employment and Training Programs: <http://www2.dol.gov/dol/vets/>
- Community Services Block Grant: <http://aspe.os.dhhs.gov/cfda/p93569.htm>
- Office of Community Services: <http://www.acf.dhhs.gov/programs/ocs/#Programs>
- Employment and training activities in the US department of Housing and Urban Development: <http://www.hud.gov/progdesc/stepup.html>
- Unemployment Insurance: <http://www.doleta.gov/programs/ui bene.htm>
- Job Corps: <http://www.jobcorps.org/>
- Indian and Native American Programs: <http://www.wdsc.org/dinap/>
- Migrant and Seasonal Farm-worker Programs: <http://www.wdsc.org/msfw/>
- Youth Opportunity Grants:
 - 1998 Awards: <http://www.wdsc.org/sga/awards/outschl.htm>
 - 1997 Awards: <http://www.wdsc.org/sga/awards/sga3.html>
 - Demonstration, pilot, multi-service, research, and multi-state projects:
<http://www.wdsc.org/sga/view.htm>
 - National emergency grants: <http://www.wdsc.org/layoff/base.htm>

Additional Partners--Other human resource program partners that may participate:

- State Training & Employment Program (STEP)
- Adult Public Assistance Program (APA)
- Child Support Enforcement Division (CSED)
- School-to-Work: <http://www.stw.ed.gov>
- Bureau of Apprenticeship and Training: <http://www.doleta.gov/bat/>
- Best Practices (Adult and Youth Populations: School to Work; Baldrige National Quality Awards; Skill Standards): <http://www.ttrc.doleta.gov/ETA/programs/>
- Tribal And Native Association Services

- Transportation: <http://www.fta.dot.gov/wtw/notebk.html>
- TANF: <http://www.acf.dhhs.gov/programs/ofa/>

B.1. a) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

i) Describe major State policies and requirements that have been established to direct and support the development of a statewide workforce investment system not described elsewhere in this Plan. These policies may include, but are not limited to:

- ***State guidelines for the selection of One-Stop operators by Local Boards***
- ***The State's process to work with local boards and local Chief Elected Officials to certify existing One-Stop operators***
- ***Procedures to resolve impasse situations at the local level in developing MOUs to ensure full participation of all required partners in the One-Stop delivery system***

WIA Title I and Wagner-Peyser Act and/or Veterans Programs

Services for Adult and Dislocated Workers under Title I of the WIA are provided on a regional level at all AJCN Job Centers and satellite locations by staff. In the case of the dislocated worker, close partnerships have been formed with the Trade Act Adjustment (TAA) Coordinator, Vocational Counselors, and Vocational Rehabilitation to ensure maximized service.

The recently dislocated worker may not need anything beyond informational services provided through rapid response, or beyond core services, for obtaining new employment. The long-term unemployed is more likely to require intensive and possibly training services to obtain employment. Both, however, are served through the One-Stop system where assessment will determine the level of services needed. For large dislocations, peer worker projects and transition centers may be utilized.

Policy and Requirements

The Wagner-Peyser (W-P) program partnership with other employment and training agencies and entities predates the One-Stop Implementation Grant of 1996 as well as the WIA of 1998 and Alaska Administrative Order # 182, issued on June 3, 1999. Such partnerships have been strengthened and expanded with the legislative and policy directions of the last two years. Alaska businesses and job seekers are expected to benefit from the continued and enhanced integration of service and information.

The Employment Security Division (ESD) of the Alaska Department of Labor (AKDOL) plays a lead role in the continuation of Alaska Job Centers, which embody the major consolidations and collaborations in the employment and training community. ESD is organized to become the principal provider of basic, core employment services, resource room management, and labor exchange activities through the Job Center offices, ESD staff and Internet-based statewide labor exchange (America's Job Bank [AJB] and Alaska's Job Bank). ESD is also prepared to provide appropriate intensive services to W-P targeted populations, such as veterans, UI claimants, dislocated workers, job seekers with disabilities and Welfare-to-Work (WtW) clients.

State Guidelines for Selection

The SWIB issued Planning Guidance for Local Areas: Development of Local Plans, attached as Appendix 8, to provide a state standard. This document gives the LWIBs considerable flexibility.

Memorandum of Understanding (MOU)

The AKDOL will, on behalf of the SWIB, insure that both LWIBs programs have memorandum of understanding (MOUs) with the Job Center partners in their area. These will include all of the mandatory WIA partners and Alaska's voluntary partners (and any voluntary partners in a LWIA) including: employment and training agencies, AWIO, Alaska Temporary Assistance Program (ATAP), Public Schools, and Local Education Agencies (School Districts). Both LWIBs will continue to develop the Job Center system in their WIA over the next few years. It is also expected that ABE programs will develop MOUs with its community providers.

Alaska's one-stop system is supported through the Department of Labor, Employment Security Division. In the event impasse situations arise between one-stop partners Alaska will implement procedures for resolving impasse. Below is a summary of the administrative steps available to a one-stop partner seeking redress of an issue.

1. The LWIB will review the situation and make a decision in an effort to resolve the conflict at their next regularly scheduled meeting.
2. Appeal of the LWIBs decision is through AWIO. AWIO will review the situation and make a finding and decision for remedy. Appeal to AWIO must be in writing and within 45 days of the decision of the LWIB. AWIO will issue its finding and decision within 30 days.
3. Appeal of the AWIO decisions it to the Director of the Employment Security Division. Appeal to the director must be within 30 days of the decision by AWIO and be in writing. The Director will render a decision within 30 days of an appeal.
4. Appeal of the Director's decision is to the Alaska Human Resource Investment Council. Appeal to the Council must be in writing with 15 days of the Directors decision. The appeal must include all relevant documentation and justification opposing the remedy proposed by the director. The Council will consider the issue and render a decision at their next regularly scheduled meeting. The decisions of the Council are final and binding on all parties.

B.1.a-ii) Describe the existing local One-Stop delivery systems and how the services provided by each of the required and optional One-Stop partners will be coordinated and made available through the One-Stop system. Be sure to address statewide requirements, how technical assistance will be provided, and availability of the State WIA reserved funds for One-Stop development. (§112(b)(14))

Existing Job Center Delivery Systems

Alaska's current one stop system, the AJCN, as referenced above, is now imbedded within the new WIA one stop system. Care was taken, once the WIA was passed to create systems that would make the transition fairly smooth (see Standards, Appendix 6).

The state of Alaska has made an early and long-term commitment to the One-Stop service delivery system. Under the One-Stop grant from USDOL Alaska developed and deployed a plan to establish One-Stop services throughout Alaska. As the One-Stop grant ends, responsibility for continued support of the development and implementation of One-Stop centers shifts to the Alaska Workforce Investment Office. As the administrative entity for WIA, AWIO will work with the LWIBs to identify needs relative to the successful implementation of the One-Stop system statewide. Based upon these needs AWIO will provide the necessary technical assistance either directly or through the State WIA reserve funds. Each year AWIO will budget a portion of State WIA reserve funds for technical assistance to the One-Stop delivery system. LWIBs will be prompted to request funds to address One-Stop development and implementation needs.

C. Plan Development and Implementation

JOINT PLANNING AND COORDINATION

The State Workforce Investment Board (SWIB) and Alaska Department of Labor and Workforce Development (AKDOL) used a broad public process for developing the Unified Plan. The initial elements for plan development were outlined at a public meeting in November 1998. The SWIB approved a WIA implementation plan and provided the plan to agencies, Local Workforce Investment Boards (LWIBs - formerly Private Industry Councils) and the public. Two directives were implemented under the Workforce Investment Act (WIA). One was for the state to submit a Unified Plan that included all the programs under the Act. The second was to establish public Policy Workgroups to ensure broad involvement by the public in the plan development. The Workgroups assisted the SWIB and LWIBs with policy direction. The WIA Policy Workgroups also help develop broad consensus for activities under the unified plan.

The WIA Policy Workgroups involved over one hundred volunteer citizens from every region of Alaska working in seven groups to provide the SWIB WIA policy guidance. The majority of Work Group members were from business and private sector employers, with representatives from organized labor, education, community based organizations, Alaska Job Corps, US DOL ETA Alaska Bureau of Apprenticeship, Alaska Natives, persons with disabilities, tribal and community colleges, the University of Alaska, and state agencies among others. Private Industry Council members (future LWIBs) also participated on the work groups. The Alaska Native Coalition for Employment and Training (thirteen federal WIA Native grantees), the Alaska AFL-CIO and the University of Alaska all developed internal WIA policy teams and provided input in policy discussions and plan development. All state agencies representing one-stop partners and special populations provided input and assistance to the policy work groups and helped write the plan as part of the state's interagency coordinated effort to produce the plan. (Work Group Summaries are attached in Appendix 4.)

In September 1999, a WIA Interagency Writer's group met to begin writing the Unified Plan. Participants included representatives of State Department of Health and Social Service--Division of Public Assistance; Department of Labor and Workforce Development--Division of Employment Security; Adult Basic Education and Job Training Partnership Office, Division of Research and Analysis, Division of Vocational Rehabilitation; the State One-Stop Coordinator, Alaska Commission on Aging, the Department of Education and Early Development-- Vocational Education. The meetings were chaired by a DOL employee hired specifically for that purpose.

All participants submitted material for the first draft in October 1999. The Unified Plan chairperson prepared the first draft and submitted it to the AHRIC Board members at the November 1999 AHRIC meeting.

The WIA Interagency Writer's Group met in November 1999, January 2000, and February 2000 to review and revise the draft.

The final draft of the Unified Plan was submitted to Region X, DOL for review in March 2000. Individual Plan writers who needed to make changes were contacted and the changes were submitted to Region X.

The proposed plan was circulated to the sub-state governance bodies for endorsement or further comment. The plan was then finalized and submitted to the AHRIC for endorsement before the State DOL submitted it to the USDOL for approval. In April 2000, the final version of the Unified Plan was submitted to the USDOL and USDOE for approval.

PUBLIC COMMENT AND PARTICIPATION

Alaska Job Center Network (AJCN). The AJCN provided staff and guidance to the One Stop Service Delivery work groups in November and December of 1999. . The full reports from the work groups are available through the AHRIC.

The **Alaska Workforce Investment Office (AWIO)** provided staff and other resources to facilitate the Regional Planning, Performance Management for Continuous Improvement, and Youth Opportunities Work Groups. In addition the AWIO coordinated and facilitated communication and recommendations between the Local Workforce Investment Board members and the State Workforce Investment Board members. The outcome of this effort resulted in statewide consensus on recommended policies. The AWIO will also coordinate the statewide public forums.

C.2. a) *Perkins III, the eligible agency must hold public hearings and include a summary of the recommendations made by all segments of the public and interested organizations and groups and the eligible agency's response to the recommendations in the State plan. (§122(a)(3))*

Perkins III. The postsecondary program elements for Perkins III are included in this Unified Plan. The final draft plan was made available for public review and comment in February and March, 2000 and was distributed to institutions of higher education (IHEs), other postsecondary providers, all school districts/local education agencies (LEAs) and other interested parties through print versions and on the AHRIC and EED's web-sites. A summary of all recommendations from the public and the State's response will be included in this plan.

C.2. b) *WIA Title I and Wagner-Peyser Act and/or Veterans Programs, describe the process used by the State, consistent with section 111(g) of WIA, to provide an opportunity for public comment, including comment by representatives of business and representatives of labor organizations, and input into development of the plan, prior to submission of the plan.*

Wagner-Peyser Act (W-P). In November 1999, the Employment Security Division (SED) advised the AHRIC, the LWIBs (PICs) and our principal employment and training partners regarding preparation of the five-year plan, to solicit their ideas and counsel. In the first quarter of 2000 the draft funding plan to the *Wagner-Peyser Act* (W-P) was shared with the same group and recommendations incorporated for final submission in the unified plan.

Part of the public process included the formation of temporary WIA Work Groups to collaborate on their assigned area of strategic policy and develop recommendations for the AHRIC to consider as the State Plan was developed and then implemented over the next five years. Work Group membership consisted of a diverse group representing employers, labor, and public and private sector service providers from across the State. State agency staff facilitated the meetings. The Work Groups met separately so they could focus on their area and make contributions specific to the topic.

The **Alaska Workforce Investment Office (AWIO)** provided staff and other resources to facilitate the Regional Planning, Performance Management for Continuous Improvement, and Youth Opportunities Work Groups. In addition the AWIO coordinated and facilitated communication and recommendations between the Local Workforce Investment Board members and the State Workforce Investment Board members. The outcome of this effort resulted in statewide consensus on recommended policies. The AWIO will also coordinate the statewide public forums.

The AHRIC (SWIB) provided over eighteen months for developing the final WIA plan. The process for public comment, February 17 - March 17, 2000, involved a thirty day public notice announcing the availability of the draft Unified Plan through the AHRIC internet homepage (electronic), paper copies were available at each Alaska local Job Center and through the mail upon request. Over two hundred fifty interested parties, including Alaska's Private Industry Councils, were faxed the same announcement. The AWIO held a one-day statewide teleconference through the Alaska Legislative Information network on March 15, 2000. The AHRIC publicly announced fifteen days prior to their regular spring meeting on March 17, 2000, that comments would be accepted during the public comment period of the meeting.

Very few final comments were received. One person testified at the LIO hearings and none of the comments were relevant to the plan or the Workforce Investment Act. Written comments were received from various agencies involved in planning that provided technical corrections to the draft which did not change the substance. Public comment and testimony submitted at the AHRIC meeting supported the plan and the inclusion of language supporting best practices for youth programs, supported the process used to include Alaska's Native employment and training organizations in policy development, boards and youth councils, and as one-stop system partners. The Southeast Alaska Action Group (youth corps) and the Alaska AFL-CIO provided written comments. The AHRIC Policy & Planning Committee and staff considered all comments. All comments were in favor of the plan and the majority of issues raised were focused upon supporting elements already included in the draft plan. No significant changes were made to the final plan based on the comments received. All written and transcribed public comments are available at the AHRIC office.

C.2. c) Adult Education and Family Literacy, describe the process that will be used for public participation and comment with respect to the AEFLA portion of the unified plan. (§224(b)(9))

Adult Basic Education. All adult education grantees will review the plan. A copy of the Plan will be sent to the Alaska Adult Education Association board members. Grantees will conduct a public review during their annual spring Citizen's Participatory meeting. All regions hold these meetings annually and invite the general public as well as any group that may have an interest in adult education such as service organizations, educational institutions, and business entities.

C.2. d) TANF, the State shall make available to the public a summary of any plan or plan amendment submitted by the State under this section. (§402(c))

Alaska Department of Health and Social Services (DHSS). The DHSS is committed to public involvement in program design and implementation for TANF. The Department worked with internal staff, community groups and within various public arenas to inform Alaskans about changes to the welfare system and to listen to suggestions and concerns about welfare reform.

The DHSS provided an opportunity for public comment through the following activities:

Informational Meetings: The Department informs and responds to the public through the news media, participation in talk shows, public forums and meetings sponsored by other groups. These communication avenues provide the public with information and help gather public opinion and responses to the welfare-to-work programs.

In October 1999, TANF provided a State Plan Public Process where Alaskans were offered a 45 day public comment period prior to proposed amendments for the FY 00-02 Alaska State Plan for Temporary Assistance for Needy Families (ATAP). Individuals and organizations, including local governments and private sector organizations were given an opportunity to provide comments. Public notice was listed in Anchorage, Fairbanks, and Juneau newspapers and listed on the DHSS web-site.

<http://www.hss.state.ak.us/htmlstuf/pubassis/apa.htm>

Public information on the DHSS/Division of Public Assistance (DPA) for Temporary Assistance is updated on the State of Alaska web-site Publications and updates to the "Welfare Reform Status Report" are also on the web-site and distributed statewide to newspapers, state and public libraries, PA offices and Job Centers. In addition, on November 24, 1999, Governor Knowles announced in a press release the success of Welfare reform and Alaska's WorkStar program.

Welfare to Work Initiatives: Because many communities in Alaska lack year around wage paying jobs, have high welfare dependence, unmet educational and training needs, and inadequate economic infrastructure, Alaska developed the Alaska Plan – Jobs for Alaska's Family. Created by Governor Knowles' Jobs Cabinet, the purpose of the plan is to increase direct involvement of Alaska's businesses by government policies that encourage economic development, promote job creation, and enhance job retention. One goal is to assist Alaskans moving from welfare to work through increases in local employment and the creation of more and new business opportunities.

WorkStar: Changes to welfare in Alaska created an opportunity for businesses and the State of Alaska to work in partnership to improve our welfare system. Governor Tony Knowles created WorkStar; a business led initiative that connects welfare reform and Alaska's private sector employers.

The Alaska Department of Community and Economic Development (ADCED) leads the WorkStar effort.

WorkStar gives feedback and a private-sector voice to the ADCED administration on welfare reform through a steering committee comprised of leaders of Alaska's major industries. This is critical because most welfare recipients find employment in the private sector. Focus groups, one-on-one discussions, and group meetings with the private sector have helped improve customer service and employer relations in Alaska's welfare offices over the past three years.

Alaska Job Center Network: Publications and updates to the "Welfare Reform Status Report" are distributed statewide to Job Centers.

C.2. e) CSBG, provide evidence that the public participation requirements were met, including documents which confirms that a legislative public hearing on the State plan was conducted as required by subsection 675(b) and that the plan was also made available for public inspection and review as required by 675(d)(2).

The Community Service Block Grant (CSBG) requirements for legislative public hearings are on a three-year cycle and a hearing was not scheduled during 2000. The plan was made available for public inspection through newspaper advertisements in Anchorage, Fairbanks, and Juneau. In addition, copies of the plan were distributed to all interested parties.

CONSULTATION SUMMARIES

In June 1999, the AKDOL formed a state inter-agency writers group among all mandatory one-stop system providers and programs covered by the plan. The SWIB created policy work groups and allocated resources for group facilitation. The policy work groups were designed to provide policy recommendations for these areas: Governance and Local Boards, Youth Services, One-Stop System, Alaska Native Issues, Workforce Demand and Training Capacity, Vendors, Regional Planning, Performance and Continuous Improvement. Work Groups members were selected from among nominees based upon their knowledge and experience with workforce development. Over one hundred volunteers from across Alaska representing employers, labor, educators, service providers, Alaska Natives and existing Private Industry Council members were placed in work groups. In addition the University of Alaska, the Alaska AFL-CIO, the Alaska Native Coalition for Employment and Training (ANCET), and Alaska's Regional Development Organizations were each provided briefings and assistance for involvement in developing WIA policy and the unified plan.

All work group information and progress was provided on the Internet through AHRIC's homepage. An e-mail network was established for group facilitator and member discussions. Work groups met by teleconference at least twice to develop consensus and minority opinions based upon a set of questions requiring answers in the Unified Plan. The Alaska

Native Issues work group was provided support for travel to meet face to face on two occasions.

The WIA Policy work groups 'policy' recommendations were delivered to the SWIB in January 2000. The recommendations were posted on the Internet and announced through the SWIB interested party list, and notice was given to each work group member. In February, the AKDOL Workforce Investment Office (AWIO – formerly JTPO) facilitated a workshop with SWIB and future LWIB members to reach consensus on WIA policy and direction. A summary for each group is included in Appendix 3. Policy issues that still need resolution and have been moved to the appropriate forums involving federal and state agencies, or LWIBs.

Immediately following the WIA policy workshop the SWIB held a work session to re-evaluate the state plan vision, mission, broad strategic goals, strategies, guiding principals and policy directives. The SWIB will continue four current strategic goals under WIA, and provide a new draft goal for education in this plan. The Unified Plan public comment period was announced on February 16, 2000, allowing at least thirty days for public comment. All comments received on the plan will be summarized and the plan will be adjusted if necessary.

LWIBs have followed a public process for developing their area unified plans and submitted them to the Governor and SWIB in February, allowing thirty days for public comment and review by the Governor and SWIB

Equal access and accommodations to SWIB and LWIB meetings is provided in compliance with state and federal equal access policies which include publicly advertised announcements detailing the time, location and agenda for meetings and how to access the information about the results of board meetings. All meetings are held in locations that can accommodate persons with physical disabilities. SWIB council minutes will be voice recorded and audio versions will be available upon request.

C.3-a) Perkins III: (§122(a)(3), (b)(1), (c)(3), and (e)(3))

Perkins III

The Alaska Department of Education & Early Development (EED) established work groups of local people during 1999 to address issues embedded in the state planning for the secondary, postsecondary and Tech Prep portions of Perkins III. The EED staff and other Perkins sub-grantee's staff participated in the overall work groups formed by the Alaska Department of Labor and Workforce Development (AKDOL) for the development of this Unified Plan. The recommendations of these work groups were reviewed in collaboration with the AHRIC, the University system and other postsecondary providers, local school districts, employers and other community members. The Perkins III secondary funds are not included in this Unified Plan

C.3. b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs: (§112(b)(1), 112(b)(9))

Wagner-Peyser (WP)

The Employment Security Division (ESD) routinely advises the Service Delivery Area governance body when developing the next year's plan of service. Under the WIA, the Statewide Workforce Investment Board (SWIB) will also be advised and asked to provide comments and suggestions to ensure that the limited resources of the Wagner-Peyser (WP) public employment system best meets the current and emerging needs of the States businesses and job seekers. Principal Employment and Training partners have been included in the development of the WP plan of service in the past and will continue to be included in the future. During the first quarter of 2000, ESD sent Employment Service Operation Area Managers to meet with existing LWIBs (previously Private Industry Councils) find out how the labor exchange and reemployment services can be improved or adjusted to best compliment their workforce development objectives. The Operations Managers reviewed the core activities funded by WP including employer services, reemployment services for UI claimants, maintenance of a statewide public labor exchange, and priority services and case management for eligible Veterans.

The responses from local governance and advisory groups are incorporated in the W-P draft plan of service. The proposed plan was circulated to the sub-state governance bodies for endorsement or further comment. The plan was finalized and submitted to the AHRIC and State WIB for endorsement prior to submitting the plan to the USDOL for approval as required by Section 8 of the Wagner-Peyser Act.

State and Local Boards

The Alaska Workforce Investment Office (AWIO) met in September of 1999 with staff and members of the LWIBs to review expectations relating to the WIA. The AWIO committed to a collaborative relationship with the LWIBs and provided guidance on the development of local plans based on the expectations of the unified plan. The LWIBs reviewed and provided comment on the unified plan relevant to their needs. Through their subcommittee structure and supported by their staff, the LWIBs discussed the future direction and implementation of programs under the WIA.

In October 1999, the AWIO program manager updated the Anchorage/Mat-Su Workforce Area staff on the plan writing process for the Unified Plan. The SWIB (AHRIC) appointed a planning subcommittee to review material drafted by AWIO. Copies of the draft language relating to youth, adult and dislocated workers and welfare-to-work participants were forwarded to the LWI Areas and Boards for comment and review. On December 1, 1999, LWIBs returned draft language with suggestions for changes.

The AWIO distributed LWIBs draft copies of the Statewide plan to the Local Workforce Investment Area (LWIA) administrators during development of the plan for review and constructive comment. LWIB subcommittees reviewed the documents and provided guidance on the plan. LWIB and AWIO staff collaborated to develop language that reflected the recommendations and guidance received from the LWIBs.

The review of the complete Unified plan was accomplished through several methods and events. All WIA work group members (over 100 volunteers) that provided input for the draft plan were provided information on the availability and access to the final draft plan

for comments. Work group members included Chief Elected Officials, the business community, Community Based Organizations, Organized Labor, youth service providers, and educators. The Alaska Legislature was notified of the availability of the plan, the comment period, and the opportunities for submitting comments. The Alaska AFL-CIO held a statewide meeting to review the final plan but no additional comments were submitted. Youth Councils were not established at this time. The AHRIC as State WIB, which has representatives of business and industry, organized labor, representatives of public education for K-12, post-secondary and higher education, community based organizations, Alaska Native employment and training organizations, persons with disabilities, the Lt. Governor and four relevant department commissioners participated in plan development and provided final plan approval at a public meeting. An internet information exchange was also provided for the general public.

C.3. c) Adult Education and Family Literacy:

Adult Education and Family Literacy

The plan was submitted to Governor Knowles for comments. Comments made by the Governor are included in the plan.

C.3. d) Vocational Rehabilitation:

Vocational Rehabilitation

The State of Alaska has a State Rehabilitation Council consistent with the provision of the Rehabilitation Act, Sections (101)(a)(21)(A)(ii)(III); 34 CFR 361.16 - .17. In Alaska, the Governor's Committee on Employment and Rehabilitation of People with Disabilities (GCERPD) serves as the State Rehabilitation Council. The GCERPD is involved in setting policies and guiding principles for the Alaska Division of Vocational Rehabilitation (DVR) to enhance the overall quality of services to Alaskans with disabilities. The GCERPD reviews and approves the State Plan and all proposed revisions, and the Chair of the Committee is a co-signatory along with the agency Director.

The GCERPD has made the following recommendations over the past year and the DVR has responded as follows:

GCERPD Recommendation:	Agency Response:
The Governor's Committee formally recommends that DVR utilize the customer satisfaction survey form that the Evaluation Committee has developed through a joint effort with the Division. The Committee agrees that the information obtained from this survey will be jointly shared between the Committee and the Division. The Committee & DVR agreed that prior to disseminating the survey statewide, a test pilot of the survey would be run in the Southeast Region of Alaska first, and only those consumers whose cases were closed in the past two years would receive a survey.	DVR agrees with this recommendation and has worked with the committee to conduct the Pilot Survey.

GCERPD Recommendation:	Agency Response:
The Governor's Committee recommends using this recommendation form to transmit recommendations and suggestions to the Division. By using this form, the Committee will be able to formally document transmission of recommendations to the Division for inclusion in the Annual Report to the Governor, as well as provide an avenue for the Division to respond to those recommendations and notify the Committee of any follow-up action planned for the recommendations or suggestions submitted.	The DVR agrees that using the recommendation form is a useful means of responding to recommendations made by the committee. DVR will follow the guidance offered

GCERPD Recommendation:	Agency Response:
<p>DVR currently has one full time VRC designated to serve the blind and visually impaired population in the State of Alaska. At the last DVR-sponsored Blind Summit, Orientation and Mobility (O & M) training was identified as a top priority for blind consumers. There are currently certified O & M instructors located in the three urban school districts of the State and an additional 2 O & M trainers for the entire adult population of Alaska.</p> <p>The Governor's Committee recommends the Director of DVR designate a vacant VRC position that would be transferred to Southeast Alaska for the purpose of employing a VRC with O & M certification who would be able to deliver training and direct services to the blind and visually impaired population in Southeast Alaska.</p>	<p>The division applauds the insight and concern demonstrated by the committee in recognizing the need for O&M services in Southeast Alaska. DVR shares the concerns of the committee and has requested an increment of \$190,000 in the FY 2000 and 2001 budgets to fund such a position. The requested increment was not funded for either fiscal year. Without additional funding the division would create a void in services in the Region where a position was taken from to move a position to Southeast. DVR cannot follow the recommendation of the committee because meeting the staffing needs of the division needs to follow a more systematic course of action.</p>

GCERPD Recommendation:	Agency Response:
<p>To increase the awareness and availability of assistive technology, the Division should invite the Assistive Technologies Library of Alaska (ATLA), to participate at the IVEN Job Fairs</p>	<p>Good idea, an invitation will be extended</p>

GCERPD Recommendation:	Agency Response:
<p>The Committee requests that the Division inform them of any recommendations that were made from the legislative audit of the Business Enterprise Program in 1995.</p> <p>If recommendations were made, the Committee inquires if the Division has made a plan in response to those recommendations.</p>	<p>Specific actions have been taken since the 1995 audit. The BEP Coordinator along with DVR has taken significant steps to address the recommendations cited in the audit. DVR has not, and would not, recommend requesting changes in statute given the current legislative climate. It is the opinion of DVR that if legislative action were taken, at this time, it would be detrimental to the BEP.</p> <p>DVR has taken the actions necessary to appropriately respond to the audit.</p>

GCERPD Recommendation:	Agency Response:
<p>The supported employment program serves the most severely impaired consumers. The Division's policy has a soft cap of \$2400 on services for supported employment consumers. The average expenditure on a general case is \$4400. How can the Division justify spending less than at least the average amount they spend on case services for the general vocational rehabilitation population? We recommend that DVR eliminate the soft cap on supported employment services to individualize services for supported employment consumers as they do with their general consumers</p>	<p>The DVR concurs with the concerns expressed by the Committee and will rescind the policy establishing the "Soft Cap" on Supported Employment services and will inform staff of the revised direction in policy</p>

C.3. e) Welfare-to-Work: (§403(a)(5)(A)(ii)(I)(cc))

Welfare-to-Work

A Welfare-to-Work planning group was engaged in a consultative and writing process during the development of the first Welfare-to-Work Plan completed in May 1998, and the 1999 update. The planning participants of the State Unified Plan were similar. The planning group included:

- Staff and directors from the Alaska Departments of Labor, Health and Social Services, Community and Regional Affairs, (the Divisions of Employment Security, Public Assistance, and Community and Rural Development respectively),
- Staff and directors from the Fairbanks, Anchorage/Mat-Su, and Statewide service delivery areas,
- Executive director and sub-committee members of the Alaska Human Resource Investment Council,
- Managers and consultants from other State and private agencies.

The plan content was disseminated to the members of the planning group and to other groups across the State. Members of the service delivery areas critically reviewed the Plan and provided comment through administrative staff. The AHRIC set policies and guiding principles to ensure the Welfare-to-Work program provides appropriate services to Alaskans moving from welfare to the world of work.

Statewide strategies to promote welfare-to-work continues through the Governor's 'Jobs and Training Mini Cabinet' and the Alaska Human Resource Investment Council. The Jobs and Training Mini Cabinet consists of the State Commissioners of Labor and Workforce Development, Health and Social Services, Education and Early Development, Community and Economic Development, Military and Veterans Affairs, the Alaska Housing Finance corporation, the Alaska Industrial Development and Export Authority and the Alaska Human Resource Investment Council. The Jobs Cabinet has created the 'Community Employment Plan' that links Service Delivery Areas (now Local Workforce Investment Areas) private employers, health providers, and other entities to support moving ATAP clients from temporary assistance to work. This effort continues as the State Unified Plan is developed further.

The Jobs Cabinet connects all providers of public and assisted housing, public and mental health, vocational rehabilitation, and community-based organizations that provide services to ATAP clients.

D. Needs Assessment

EDUCATIONAL AND JOB TRAINING NEEDS FOR ALASKA'S WORKFORCE

For years, Alaska's resource-based economy was able to provide high-paying jobs to workers with only a high school education. But traditional sources of high-wage/low-skill work have limited growth prospects. The challenge is to identify the high-wage jobs of the future and ensure that Alaskans have the skills those occupations require.

The results of Alaska's most recent long-term occupational forecast, for the 1996 – 2006 period, indicate that although jobs will continue to be available at all levels of educational attainment, trends favor jobs requiring more education or training. One quarter of the "new" jobs – jobs that will be created due to growth in the economy – will require a bachelor's degree or above. Another quarter of new jobs will require specialized training ranging from medium term to an associate degree or postsecondary vocational training. About 42 percent of the new jobs, usually low paying, will require less than one month's training and experience.

Occupational growth will be very concentrated. Ten out of the more than 450 detailed occupations are projected to account for 25 percent of total employment growth over the forecast period. Eight of these high-growth occupations are found in the service industry sector and are on the middle or lower end of the skill spectrum.

Driven by economic growth, Alaska's fast-growing occupations will provide excellent employment opportunities. In general, the occupations with high growth rates will require higher skill levels than those occupations with high numeric increases. Of the 10 fastest-growing occupations, five are associated with health services and three with computer technology.

In an effort to identify Alaska's good jobs, AKDOL targeted occupations based on anticipated employment opportunity and desirable earning potential. Table 1 contains a list of Alaska's "hot occupations." Based on the 1996 – 2006 occupational projections, hot occupations were defined as those with a higher than average projected growth rate combined with a higher than average estimated wage. Although many industries are represented in the occupations on the hot careers list, occupations in health care services, transportation, education, engineering and business services dominate the list.

TABLE 1.
Wages and Outlook for Alaska “Hot” Occupations
Occupations with Above Average Wages and Outlook
By Training Level - Alaska 1996-2006¹

Occupational Title	1996 Employment	2006 Projected Employment	Percent Growth 1996-2006	1998 Ave. Annual Wage
<i>Occupations Requiring a First Professional Degree</i>	3,290²	3,763²	23.2²	
Physicians	839	1,019	21.5	\$106,850
<i>Occupations Requiring a Master's Degree</i>	3,433	4,070	15.2	
Management Analysts	374	448	19.8	\$45,136
<i>Occupations Requiring Work Experience and a Bachelor's Degree or Higher</i>	17,936	22,700	26.1	
General Managers and Top Executives	7,250	8,935	23.2	\$60,154
Financial Managers	1,644	2,167	31.8	\$54,912
Education Administrators	991	1,240	25.1	\$59,987
Administrative Services Managers	971	1,168	20.3	\$44,658
Communication, Transportation, and Utility Managers	706	895	26.8	\$52,270
Marketing, Advertising, and Public Relations Managers	667	970	45.4	\$48,318
Engineering, Mathematical, and Natural Science Mgrs.	618	861	39.3	\$66,352
Personnel, Training, and Labor Relations Managers	426	570	33.8	\$56,805
Medicine and Health Service Managers	416	545	31.0	\$57,699
<i>Occupations Requiring a Bachelor's Degree</i>	32,882	40,475	27.3	
Teachers, Elementary	4,031	4,934	22.4	\$51,510
Teachers, Secondary School	2,933	3,579	22.0	\$49,790
Teachers, Special Education	1,099	1,341	22.0	\$49,730
Personnel, Training, and Labor Relations Specialists	1,022	1,235	20.8	\$46,842
Systems Analysts	747	1,308	75.1	\$53,955
Construction Managers	716	934	30.4	\$61,069
Mechanical Engineers	383	484	26.4	\$60,091
Electrical and Electronics Engineers	355	474	33.5	\$61,797
Loan Officers and Counselors	281	368	31.0	\$47,778
Public Relations Specialists	238	321	34.9	\$42,370
Architects, Except Landscape and Marine	229	282	23.1	\$58,843
Pharmacists	221	291	31.7	\$64,418
Physician Assistants	186	279	50.0	\$72,426
Physical Therapists	171	283	65.5	\$55,203
Chemists	167	226	35.3	\$44,408
<i>Occupations Requiring an Associate Degree</i>	10,253	13,045	29.5	
Registered Nurses	3,825	5,057	32.2	\$48,568
Dental Hygienists	428	608	42.1	\$64,251
Paralegals	323	439	35.9	\$41,891
Radiologic Technologists	296	431	45.6	\$44,512

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Respiratory Therapists	109	213	95.4	\$44,200
Occupations Requiring Post Secondary Vocational Training	15,461	17,390	15.9	
Aircraft Mechanics	1,218	1,540	26.4	\$40,373
Central Office and PBX Installers and Repairers	272	351	29.0	\$62,421
Emergency Medical Technicians	166	253	52.4	\$38,397
Occupations Requiring Work Experience in a Related Occupation	22,751	27,268	19.3	
Clerical Supervisors	3,777	4,684	24.0	\$40,186
Teachers and Instructors (Voc-Ed)	664	808	21.7	\$47,570
Brokers, Real Estate	383	473	23.5	\$65,686
Cost Estimators	367	485	32.2	\$61,443
Captains	235	353	50.2	\$59,758
Mates, Ship, Boat and Barge	167	258	54.5	\$44,387
Construction, Building Inspectors	160	209	30.6	\$41,558
Occupations Requiring More than 12 Months of On-the-Job Training	31,897	37,302	14.1	
Automotive Mechanics	1,815	2,262	24.6	\$38,605
Aircraft Pilots and Flight Engineers	1,646	2,096	27.3	\$74,870
Correction Officers	831	1,018	22.5	\$44,949
Telephone and Cable TV Installers and Repairers	332	463	39.5	\$41,995
Water and Liquid Waste Treatment Operators	292	367	25.7	\$40,498
Occupations Requiring 1-12 Months of On-the-Job Training	28,511	31,545	14.4	
Excavation and Loading Machine Operators	314	432	37.6	\$49,109
Occupations Requiring Less than 1 Month of On-the-Job Training	113,764	137,415	18.6	
Stevedores, Except Equipment Operators	348	498	43.1	\$57,034
Production, Planning and Expediting Clerks	277	335	20.9	\$39,187

¹ Includes only occupations with ten or more projected annual openings.

² Bolded data within **1996 Employment**, **2006 Projected Employment**, and **Percent Growth 1996-2006** columns represent totals for all Alaska occupations within the training categories.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Alaska's economy is shifting from resource extraction to the service industry. Alaska will require workers with strong skills in customer service, communication, problem solving and decision making. Alaska's workforce will need to be highly skilled in the high tech industries. Alaska will require workers effective in dealing with the needs of the public in the tourism industry. Alaska's worker will need to be quick to learn new skills and be able to respond to many different demands at the work site.

Alaska's changing industrial base is clearly reflected in the occupations that are expected to decline over the forecast period. Projected employment declines in the oil and gas industry reflect the expectation that Alaska production of crude petroleum will continue to decline.

This activity directly affects the demand for derrick operators and roustabouts. Employment in the seafood processing industry is also expected to decline, reducing the demand for cannery workers.

The customers of Alaska's workforce investment system include job seekers of all ages and all levels of educational and skill attainment. An analysis of individuals who exhausted their unemployment insurance benefits in 1999, for example, underscores the fact that Alaska's skills mismatch affects a broad group of workers.

Twenty percent of the unemployment insurance benefit exhaustees possessed less than a high school diploma and thus may have lacked basic workplace skills. Of the remaining 80 percent, however, approximately 50 percent reported a high school diploma as their terminal degree. Thirty percent of those with exhausted unemployment insurance benefits reported formal training beyond high school, running the continuum from a high school diploma and one year of college or vocational training to the attainment of a doctoral degree. Similarly, exhaustees reported previous occupations in all of the occupational groupings, including the high-skill category of professional, technical and managerial.

Although many of these job seekers possessed high workplace skills, they did not possess the right skills; those needed by Alaska's employers. In an effort to identify these right skills, AKDOL gathered skills data, using the O*NET data base, for Alaska's 50 hot occupations.

In general, strong communication skills and the ability to acquire, evaluate and interpret information were key to occupational success.

Among the numerous detailed skills listed for each of the hot occupations, the ten most important skills are listed below:

- Getting Information Needed to Do the Job
- Oral Expression
- Written Comprehension
- Reading Comprehension
- Oral Comprehension
- Speaking
- Communicating with Others
- Written Expression
- Identifying Object, Actions, and Events
- Monitor Processes, Material, Surroundings

"Building the connections that put Alaskans into good jobs" will require a workforce information system that is accessible and understandable to all of our customers. Alaska's career planners and job seekers need to know, for example, the occupations and industries that are expanding and declining, the earnings and benefits associated with different types of work, where training is available, where the jobs are, and the related nationally recognized

standards and occupational requirements which must be satisfied. Meeting these needs are the primary goals of Alaska's workforce information system.

Adult Workers. Adult participants are often low income, low skilled individuals. Their needs include assistance to determine an appropriate vocational goal, develop appropriate vocational plans, securing the resources to implement their vocational plans, and identify appropriate industry-based certifications for them to achieve. Because of barriers to employment they may experience they often require supportive services in the form of transportation assistance, purchase of equipment and supplies, assistance in securing housing, and child care. In addition they may need counseling to address issues related to substance abuse and or criminal convictions.

State Training and Employment Program (STEP). The State Training and Employment Program (STEP) offers training and employment assistance services to adult workers. The regulations for administering this program state that persons shall not be served by STEP when they can be served through other programs, which ensures that it complements and does not duplicate the Title I adult and dislocated worker programs. Funding for the program comes for .01% of employee contributions to the Unemployment Insurance Trust Fund.

To be eligible for STEP, persons must be unemployed have worked for a job covered by unemployment insurance within the past three years. Services also can be provided to incumbent workers who will be displaced within six months if their skills are not updated. STEP is a flexible program in that industry specific training can be provided to meet the needs of a particular industry or employer and it can include seasonal employment. Dislocated Workers are often individuals with established occupations. They are frequently skilled in a specific occupation but lack the expertise to generalize their skills to other areas of employment.

Dislocated Workers are anxious to return to work and require some assistance in adjusting to the loss of employment. Their training needs are targeted toward specific skill development to rapidly return to the world of work. Dislocated Workers frequently benefit from vocational counseling to identify their transferable skills and develop a plan to activate those skills.

A lack of specific skill development and a limited knowledge of the world of work characterize the **Older Youth worker**. Older Youth are enthusiastic about work but often set unrealistic expectations about work. The skills necessary to be work-ready are often undeveloped and as a consequence additional barriers are often created. Older Youth require comprehensive training that results in skill development and possible credentials. Older Youth benefit from vocational counseling regarding the world of work, use of judgement and decision making skills.

The **Younger Youth** worker is focused on developing basic work maturity skills, creating an understanding of the world of work and developing appropriate universal work habits. Younger Youth often begin with unrealistic expectations that can be addressed through work experience opportunities. Training services target on development of work maturity skills including communication and problem solving skills. Younger Youth frequently benefit from a wide opportunity for vocational exploration. Through vocational

exploration Younger Youth can practice the skills necessary to be a successful worker without significant risk of resources in a specific career direction.

The **Disabled Worker** possesses the characteristics of their primary group i.e. youth, Adult Dislocated Worker, etc. as well as specific needs relative to communication, decision making skills, problem solving skills and use of judgement. Effectively communicating with employers about disability-related needs is very important. In addition, the disabled worker must be effective at problem solving to meet performance goals of employers in a way that may not be readily apparent to the employer. The disabled worker requires training in occupations that emphasized their strengths and avoids their functional limitations.

D.1. a) WIA Title I and Wagner-Peyser Act and/or Veterans Programs, identify the types and availability of workforce investment activities currently in the State. (WIA §112(b)(4)(D))

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

Current Workforce Investment Activities

Workforce investment activities currently available in Alaska are through a comprehensive array of services to eligible customers/participants. The service delivery system is intended to meet the individual's needs and assist them with economic security. The activities available include services for adults and youth, persons preparing for employment, incumbent workers and workers in transition, and persons with barriers to employment. Among the types of activities available are:

- vocational and educational assessments
- vocational and educational counseling
- job training
- job matching and employment services
- unemployment insurance
- labor market and occupation information
- basic education (including literacy and life skills training)
- vocational and technical education
- welfare to work services and cash assistance
- support services such as child care, medical care and transportation

The Employment Service does not currently compile its own data for developing an annual needs assessment. The program relies upon the information collected and disseminated by

the Research and Analysis Section of the Alaska Department of Labor and Workforce Development (AKDOL) as well as statistical information obtained from program partners such as the AJCN, TANF, and Vocational Rehabilitation.

Of the above available job preparation activities, vocational evaluations and income assistance are not being funded by Title II, Adult Education and Family Literacy. However, educational evaluations, educational counseling, some job-seeking skills, basic education, and support services such as resource linkages with child care, medical care, and transportation are supported by Title II.

D.1. b) Adult Education and Family Literacy, objectively assess the adult education and literacy needs of individuals, including an assessment of those most in need and hardest to serve, including low income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency, criminal offenders in correctional institutions and other institutionalized individuals.) (§224(b)(10), §225)

Adult Education and Family Literacy

All individuals who are most in need of ABE services need instruction in basic skill development and they may also need the following:

- Low-income adult learners who are educationally disadvantaged need vocational evaluation, income assistance, client advocacy, basic computer instruction, job preparation, and support services.
- Individuals with disabilities need special accommodations in instruction and testing and assistance with learning to advocate for their needs in educational and workplace settings.
- Single parents may need child care referrals, programs that are open during the day and some evenings, referrals to family literacy programs.
- Displaced homemakers need encouragement to join the workforce and training and instruction on the latest demands of the workplace.
- English-as-a-Second-Language adult learners need to develop basic language skills in reading and writing so they can apply for jobs and function within their communities.
- Criminal offenders need life skills training to attain stable employment and survival outside the correctional facility.

The 1990 Census Report indicated 54,000 adults in Alaska (out of a total population of 550,043), 18 years of age and older, had less than a high school diploma or its equivalent. According to the Alaska Department of Education's annual *Report Card to the Public*, the overall rate of high school non-completion is about 24%.

Nationally and statewide, higher school standards are being developed. To keep pace with this, the new General Educational Development (GED) test, to be disseminated in January

2002, is going to become more strenuous. In 2002, all Alaska high school seniors must pass a State high school exit exam in math, reading, and writing in order to receive a high school diploma. The first exams were given in March 2000 so that passing scores can be established in the summer of 2000. The impact the exam will have on GED may depend on how high or low the scores are set.

Persons with learning and physical disabilities have barriers to overcome in order to be successfully employed and/or become self-sufficient. These special populations have the highest unemployment rate among workers in Alaska. Individuals with learning disabilities will continue to be served through existing ABE programs statewide. The Anchorage Volunteer Literacy Project was one of four nationwide sites selected to participate in a study on effective methods of working with beginning literacy adult learners. Their work with the Slingerland method (modified and extended for the needs of adult learners) is showing positive, measurable results. They are teaching other ABE programs how to use their methods. In May 2000 ABE staff will participate in the Bridges to Practice Training along with other Workforce Investment Partners.

Alaska ABE programs are required to conduct annual needs assessments reflecting local and regional ABE needs. Citizens Participatory Planning Sessions, conducted annually, invite community members to establish future program priorities and goals. One of the results of these local sessions indicates a need to serve single parents. Single parents have common barriers to success in meeting education and career goals. These barriers include emotional and financial insecurity; inadequate or expensive childcare; health, and transportation problems; and struggles with the basic needs of housing, food and clothing. Single parents will be juggling childcare and transportation problems with work search, job readiness, and work activity duties prior to seeking and obtaining jobs. As the more difficult-to-place welfare-to-work recipients begin to receive case management services, Adult Basic Education will be an essential ingredient in their ultimate success. Most continuing training, education or job placements require a high school diploma or its equivalent, the GED Diploma. Clients also need assistance in developing job readiness skills, as well as workplace basic education to help them stay on the job. Local Adult Education programs are reporting an increase in requests for services.

In response to educationally disadvantaged adults such as those who are beginning literacy adult learners, single parents, and displaced homemakers, ABE programs have offered and will continue offering instruction in rural and urban outreach sites. Not only do ABE services allow adult learners to upgrade their basic education and workplace job-qualifying skills and to take advantage of job opportunities as they arise, they also offer a broad range of essential support services.

English Literacy instruction, formerly English as a Second Language (ESL) will continue to be a strong component of ABE programs statewide. Over 20 percent, or 1,200 English Literacy students were served in FY99. The FY99 ABE Year-End Statistical report showed that almost 60% of the students served by ABE programs statewide were minorities: Alaska

Native/Indian, Hispanic, Black, and Asian/Pacific Islander. This is about a 10% increase over FY 98.

Incarcerated adults have been and will continue to be served by the ABE programs in Alaska. All 14 State correctional facilities have been providing ABE instruction through the Department of Corrections. ABE basic skills in reading, writing, and math are a high priority. Life skills are also continuing priorities. Examples of life skills workshops include: job-seeking skills, employability skills/work habits, parenting, stress management, using community resources, and building self-esteem. In FY99, 961 adult learners were in ABE corrections programs and of these, 185 earned a GED.

D.1. c) Food Stamp Employment & Training, provide an answer and explain the method used to:

Food Stamp Employment and Training

Those individuals subject to Food Stamp Employment and Training Program participation are given a straightforward initial assessment. The basic focus is a job search effort by the client, contacting local employers and accepting bona fide job offers. The program has limited scope in terms of training options and individual needs assessment. The work services staff attempt to tailor service to each individual with the available resources.

Recipients are individuals age 16 to 60 that are capable of working who reside near Anchorage, Fairbanks, Juneau, Mat-Su or Kenai areas. Employment and Training does not track individual characteristics for participants.

Specific Estimates

The [estimate of the number of the expected pool of work registrants](#) during the fiscal year was 16,380. The work registrant numbers, recorded in the eligibility information system in October of the prior year, was used as a base number. The number of new registrants for the remainder of the year, based on prior year data adjusted for anticipated caseload increase or decline, was added to this projection. In the current employment and training plan 6,650 (the October registrant figure) plus the 9,730 projected new registrants for November - September, equals the 16, 380.

The [estimate of the number of work registrants](#) the State agency intends to exempt from Employment and Training is 4,731. These registrants include:

- 4,559 remote
- 14 Ill/incapacitated
- 11 Voc Rehab client
- 50 pregnancy
- 2 sheltered workshop employee
- 95 substantial barriers to employment
- Total: 4,731

These figures are derived from the actual categories of exemption summarized for the year on the fourth quarter employment and training report. The exemptions are granted by caseworkers on individual basis, following instructions in FS manual section 602-1H(1).

The [estimate of the number of placements](#) into Employment and Training components during the fiscal year is 825 mandatory plus 85 volunteers for a total of 910 (per Table 2?

The [estimate of the number of ABAWDs](#) (able-bodied adult without dependents) in the State during the fiscal year is 1,200.

The [estimate of the number of ABAWDs](#) in both waived and unwaived areas of the State during the fiscal year is 540 – Waived, 660 - unwaived.

The [estimate of the average monthly number of ABAWDs](#) included in the State's 15 percent exemption allowance is 15. Exemption is available to all ABAWDs who are not otherwise exempt, yet have "substantial barriers to employment". The "E&T Program" SB exemption definition is used to determine the estimate.

The [estimate of the number of qualifying education/training and workforce opportunities](#) for ABAWDs the State will create during the fiscal year is zero.

D.1. d) Vocational Rehabilitation:

Vocational Rehabilitation:

As valuable as Needs Assessments may appear, it is equally important to recognize how intrusive and unimportant such assessments are viewed by people with disabilities. In a comprehensive Needs Assessment commissioned by the Alaska Mental Health Trust Authority and conducted by Craciun & Associates in 1999, out of 46,800 contacts to generate people with disabilities to participate in the assessment only 973 volunteers agreed to take part.

D.1.d-i) assess the needs of individuals with disabilities in the State, particularly the vocational rehabilitation needs of individuals with the most significant disabilities (including their need for supported employment services), individuals with disabilities who have been unserved or under-served by the vocational rehabilitation program, and individuals with disabilities served through other components of the statewide workforce investment system. (§101(a)(15)(A)(i)(I-III) and §625(b)(2))

A fair and statistically representative sampling of 821 people with disabilities were surveyed on the needs present in the lives of Alaskans with disabilities throughout the State. Focus groups were conducted in Anchorage (2), Fairbanks, Juneau, Ketchikan, Kenai and Bethel. The focus groups included people who were receiving services and those who were not receiving services. The types of disabilities represented in the focus groups included people with developmental disabilities, substance abuse, mental illness and older Alaskans with dementia.

Needs Assessment Findings: (by Craciun & Associates)

The needs identified of the disability groups surveyed:
<ul style="list-style-type: none"> • Financial assistance • Legal Assistance • Medical Care and Health Insurance • Relief from Abuse • Freedom • Housing (Home Ownership Assistance) • Marriage • Employment • Dependable transportation (Snow removal from sidewalks and bus stops) • Vouchers (Food, Transportation and Medical) • Skills training • Family counseling • Help moving • Child care • Personal Assistance

Demographics of Individuals with Disabilities Surveyed:	
Type of Disability –	Ethnicity –
People with Mental Illness – 35.8% People with Developmental Disabilities – 35.7% Older Alaskans with Dementia – 10.9% Alcoholism with psychosis – 17.6	Caucasian – 74.6% African American – 3.9% Native American – 14.4% Asian/Pacific Islander – 3.2% Other – 3.9%
Gender –	Education:
Male 48.1% Female 51.9%	Less than High School 21.4% High School Graduate 68.0% Bachelor's Degree 6.4% Post Graduate 8.0%
Household Income of Persons Surveyed: 1990 Census Data of Household Income	

Less than \$10,000	34.4%	Less than \$10,000	8.3%
\$10,000 to \$20,000	31.4%	\$10,000 to \$14,999	6.4%
\$20,000 to \$30,000	9.3%	\$15,000 to \$24,999	13.3%
\$30,000 to \$40,000	5.5%	\$25,000 to \$34,999	13.6%
\$40,000 to \$55,000	7.1%	\$35,000 to \$49,999	18.5%
More than \$55,000	12.3%	More than \$50,000	39.9%
Number of Individuals Who Have Received Vocational Rehabilitation Services:			
Received Vocational Rehabilitation		18.6%	
Have Not Received Vocational Rehabilitation		81.4%	
Unemployment Rate of Persons Surveyed		65.3%	

The Craciun & Associates Report can be reviewed at www.mhtrust.org/report.html

The information gathered and findings reported by Craciun & Associates of the needs of Mental Health Trust Beneficiaries reflects the patterns and trends found in previous studies of Alaskans with disabilities. The needs of individuals who have presented public testimony at meetings of the Governor's Committee on Employment and Rehabilitation of People with Disabilities (GCERPD) are mirrored in the findings of the Craciun & Associates study. Similar concerns have been aired at numerous public forums sponsored by the DVR.

D.1.d-ii) include State estimates of the number of individuals in the State who are eligible for services under title I of the Rehabilitation Act, the number of such individuals who will receive services provided with funds provided under part B of title I and under part B of title VI (including, if the designated State agency uses an order of selection, estimates of the number of individuals to be served under each priority category within the order), and the costs of the services provided (including, if the designated State agency uses an order of selection, the service costs for each priority category within the order.) (§101(a)(15)(B))

All of the needs expressed in public forums and research findings shape the direction of services provided by the DVR. Exact figures of the number of persons eligible for services from the DVR are not available, but the number is estimated at 29,000 to 34,000.

The DVR does not view “needs assessment” as simply a one-time study resulting in a complex document citing statistical findings. The best method of identifying the needs of people served is by engaging in regular dialogue with Alaskans with disabilities. The DVR engages Alaskans with Disabilities in sharing their needs through participation in public forums held quarterly throughout the State by the GCERPD and the State Independent Living Council (SILC). In addition, customer satisfaction surveys are conducted to not only ascertain satisfaction with the services provided, but also to identify unmet needs. The Division conducts annual reviews of consumer records or services and site reviews of community rehabilitation programs, independent living centers, and other specialized service

providers to evaluate the quality and types of services available and determine services that are lacking, particularly in rural areas.

D.1.d-iii) provide an assessment of the need to establish, develop, or improve community rehabilitation programs within the State. (§101(a)(15)(A)(ii))

Within the Job Centers operated by the Alaska Job Center Network (AJCN) consumers are greeted individually and asked about their needs and satisfaction with the services provided to them. They are informed of the partner agencies within the Job Center and the services available to meet their needs. The goal of the Job Center partners is not only to make available the services provided through all partner agencies, but also to bring in other agencies, such as the Small Business Administration, to provide information and assistance that may be needed. These resources are then available to all consumers served by the Job Center partners and increase the efficiency and effectiveness of all partners' programs.

KEY TRENDS IN THE ECONOMIC ENVIRONMENT

Key Trends

Even with near-record low unemployment rates, Alaska's labor market continues to be marked by a labor surplus. The 1999 annual unemployment rate of 6.4 percent was well above the national rate of 4.2 percent. Twelve of Alaska's labor markets experienced unemployment rates more than twice the national average. Because of Alaska's high unemployment rates, the US Department of Labor designated 22 of Alaska's 26 census areas as labor surplus areas (LSAs) for 1999. Many of Alaska's rural communities also have a significant number of discouraged workers, a factor not accounted for in the unemployment rate.

Alaska is experiencing a skills gap, evidenced by the combination of labor surpluses and employers inability to fill many high-skill jobs with Alaskans. Employers in Alaska have routinely imported labor to fill both skilled and unskilled positions. In 1998, nearly 20 percent of the workers in Alaska were nonresidents. In Alaska's rural communities, where job opportunities are scarce, high-skilled/high-wage jobs, such as teachers, mechanics, and nurses, often go to outsiders. If Alaska's skills gap widens, both sides of the labor market will suffer. Alaska's employers will be unable to hire the types of workers they need to compete and remain economically viable and significant numbers of Alaskans will remain either unemployed or discouraged. The recently formed partnership between the AHRIC and the National Skills Standards Board will help address this problem.

The Alaska Department of Labor and Workforce Development's (AKDOL) most recent industry forecast projects modest but steady growth for both the five-year (1998-2003) and ten-year (1998-2008) forecast horizons. The projected employment growth rate of 1.6 percent annually will result in 19,000 new jobs by 2003 and approximately 46,000 new jobs by 2008.

Despite short-term setbacks in natural resource prices, Alaska's strategic location, oil wealth and expanding service economy will provide thousands of new jobs for Alaskans over the

next ten years. Employment growth will be focused primarily in the service, trade and transportation industry sectors. The new jobs will be created at a faster pace outside the Anchorage area and will likely pay less than many of the jobs that have been lost in declining industries. Employment growth will be driven by a growing population, Alaska's new industries, increased tourism, and an economy that provides services locally that previously had to be purchased outside the State. (See Table 2.)

TABLE 2.
Alaska Forecast of Nonagricultural Wage and Salary Employment-1998 to 2008

Industry Sectors	Actual	Forecast					
	1998	2003			2008		
	Employment	Employment	Annual Growth Rate	Employment Growth	Employment	Annual Growth Rate	Employment Growth
	1998	2003	1998-2003	1998-2003	2008	1998-2008	1998-2008
Agriculture/Forestry/Fisheries	1,424	1,510	1.2%	86	1,640	1.4%	216
Mining	10,439	9,240	-2.4%	-1,199	9,260	-1.2%	-1,179
Metal mining	1,257	1,400	2.2%	143	1,700	3.0%	443
Oil & Gas Extraction	8,862	7,500	-3.3%	-1,362	7,200	-2.1%	-1,662
Construction	13,437	14,500	1.5%	1,063	15,700	1.6%	2,263
Manufacturing	14,379	14,520	0.2%	141	14,820	0.3%	441
Seafood Processing	8,977	9,200	0.5%	223	9,200	0.2%	223
Lumber/wood	1,584	1,200	-5.5%	-384	1,200	-2.8%	-384
Transportation/Comm/Utilities	25,483	29,200	2.7%	3,717	33,800	2.7%	8,317
Air Transportation	9,146	11,100	3.9%	1,954	14,000	4.3%	4,854
Wholesale Trade	9,167	10,000	1.7%	833	10,600	1.5%	1,433
Retail Trade	47,410	51,800	1.8%	4,390	56,000	1.7%	8,590
Finance/Insurance/Real Estate	11,333	11,800	0.8%	467	12,100	0.7%	767
Services & Misc.	67,054	79,000	3.3%	11,946	92,800	3.3%	25,746
Total Private Sector	200,487	221,950	2.0%	21,463	247,100	2.1%	46,613
Government	71,426	68,900	-0.7%	-2,526	70,900	-0.1%	-526
Federal	17,196	16,800	-0.5%	-396	17,200	0.0%	4
State	21,538	21,000	-0.5%	-538	21,300	-0.1%	-238
Local	32,692	31,100	-1.0%	-1,592	32,400	-0.1%	-292
TOTAL ALL SECTORS	271,913	290,850	1.4%	18,937	318,000	1.6%	46,087

Source: Alaska Dept. of Labor and Workforce Development, Research and Analysis.

<http://www.labor.state.ak.us/research.htm>

E. State and Local Governance

ORGANIZATION, STRUCTURE, AND ROLE/FUNCTION

There are four principal types of entities that will govern the activities of the Unified Plan. These are State-level boards, State agencies, local-level boards and local agencies.

State Governance

The structure of Alaska's workforce development is built upon the core federal employment education and job training programs developed by Congress and administered by state agencies. The full list is included in the previous section.

In 1995, the Alaska Legislature created the **Alaska Human Resource Investment Council (AHRIC)**, consolidating three employment and training councils. The purpose was to develop a more efficient and cost-effective employment and training system for Alaska's employers and job seekers. As part of the consolidation, the AHRIC will be transferred from the Office of the Governor to the AKDOL at the beginning of State fiscal year 2001.

The AHRIC was identified by administrative order 182 as the state's **State Workforce Investment Board (SWIB)**, and Senate Bill 334 amended the Act that created the AHRIC in 1998. The new law gave business and industry a stronger voice in workforce development policy, making programs more accountable for customer results and annual evaluation of programs. The AHRIC was mandated to develop standards for evaluating training programs based on job retention, wage levels, and customer satisfaction. The AHRIC was also given more authority over system improvements and given oversight authority for the planning and coordination of employment-related education training programs operated by the State or operated under contract with the State.

THE AHRIC Mission	
Mission	"...To facilitate the process necessary to create and maintain an efficient, effective, and integrated human resources investment system. This comprehensive system will provide employment education and training services to assure Alaska employers have a skilled workforce and Alaska workers have employment choices."

The AHRIC refined its mission, goals, and strategies in 1998 for a more unified and more effective workforce investment system. The AHRIC initiated its strategic workforce development goals with

an evaluation of each program. These programs were evaluated for integrated standard program measures; scoring each program to make sure that participants receive training that is most conducive to future employment. Recommendations were then made to the Governor regarding each workforce program

Alaska also has a **State Training and Employment Program** (STEP) that assists Alaska's workers in obtaining skills, knowledge, work experience, and support services to aid in re-employment or continuing employment. In addition, thirteen Alaska Native Grantees operate parallel, but separate, federal workforce development programs designated specifically for Alaska's Native people.

Under the 1998 congressional passage of the WIA, Alaska was required to implement many changes for the administration of programs and the delivery of services. The federal WIA repealed the Job Training Partnership Act (JTPA) and Private Industry Councils (PICs) became Local Workforce Investment Boards (LWIBs).

The SWIB is the overall advisory board to the Governor on workforce matters. One of the chief duties of the SWIB is to assist the Governor to develop a five-year strategic plan (this Unified Plan). After full implementation of the WIA, the SWIB will continue to advise the Governor on the rollout of the Plan and on the further development of the state's workforce system as a whole.

This advisory function includes making recommendations to the governor on implementing an integrated workforce system for the state. This will be a system that is consumer-driven, accountable and responsive to the needs of employers and job seekers. To make these system-wide recommendations the SWIB must build on existing service delivery models and must take into account the services delivered by many current state and local workforce agencies and organizations.

Within its role as the Governor's workforce advisory board, the SWIB has the responsibility to develop policy to implement the Workforce Investment Act. The SWIB's duties under the Act, in addition to assisting the Governor to develop a five-year strategic plan as outlined above, are to recommend policy to:

- develop and continuously improve a WIA service delivery and One-Stop system,
 - develop and improve linkages to assure coordination and non-duplication of services,
 - review and approve local plans,
 - coordinate the measures taken pursuant to the Carl Perkins Act,
 - designate local areas,
 - develop allocation formulas for the distribution of WIA program funds,
 - develop and continuously improve levels of performance for the WIA performance measures,
 - prepare an annual report to the Secretary of the US Department of Labor,
 - develop a statewide employment statistics system as required in the Wagner-Peyser Act, and
 - develop an application for an incentive grant as required in Section 503 of the WIA.
- By statute the SWIB has the following additional responsibilities:

- deliver the five-year unified state plan with quantifiable measures to the Alaska Legislature;
- include quantifiable goals that will empower Alaskans to gain independence from public assistance and move up the socioeconomic ladder;
- develop Alaska's workforce investment system; ensure timely consultation and collaboration with chief elected officials, local workforce investment boards, and other workforce stakeholders;
- designate the duties and responsibilities of state agencies to implement the Federal Act, and to capitalize on experience developed by workforce partners;
- participate in the development of a coordinated statewide system of activities and services that includes both mandatory and optional partners of the One-Stop delivery system; and
- provide for the development, accountability and continuous improvement of comprehensive workforce performance measures to assess the effectiveness of the workforce investment activities in the state.

In carrying out its duties, the SWIB adheres to the principles of local flexibility and of maximum stakeholder participation. In formulating the majority of the policies required under the WIA, the SWIB appointed ad hoc policy development committees. These groups are composed of major state- and local-level stakeholders and private sector representatives.

State Board of Education: This policy board, appointed by the Governor, is responsible for Carl Perkins Post-secondary and is the Board which will approve the Carl Perkins state plans for secondary, Vocational-Technical Education and Tech Prep, including performance measures, as included in the Unified Plan.

State Rehabilitation Advisory Council: The State Rehabilitation Advisory Council advises the Vocational Rehabilitation Division on the needs of Alaskans with disabilities in regard to programs, policy and services. Mandated by Title IV of the Workforce Investment Act, the Council is appointed by the Governor and members representing persons with disabilities, advocates, service providers, employers, vocational rehabilitation staff and the community.

State Agencies: Each of the state agencies administering federal programs included in the Unified Plan retains the responsibility for compliance with the laws and regulations governing those programs. However, through such mechanisms as this Unified Plan and the Governor's Jobs Cabinet, the agencies collaborate to coordinate the delivery of workforce services and to achieve better results for common workforce customers. While state agencies are included here as "State Governance," many of these agencies deliver services directly to the local level and as a result are considered to have a role in local governance.

Equal access and accommodations to SWIB and LWIB meetings is provided in compliance with state and federal equal access policies which include publicly advertised announcements detailing the time, location and agenda for meetings and how to access the information about the results of board meetings. All meetings are held in locations that can accommodate persons with physical

disabilities. SWIB council minutes will be voice recorded and audio versions will be available upon request.

Mandatory partners on the Board (SWIB) will be involved in both initial implementation and subsequent unified planning through a variety of directly connected activities related to continuous improvement and annual program evaluation. The AHRIC has developed strong relationships through local advisory councils and regional planning, while AHRIC bylaws allow members of the Board to represent more than one partner area, including community and tribal councils, chief elected officials and all state workforce programs.

Local Governance

The **Senior Community Service Employment Program** is a section of the Alaska Commission on Aging, Division of Senior Services, Department of Administration. Federal and State funding for SCSEP is administered through the Alaska Commission on Aging. The SCSEP program manager is responsible for all SCSEP program compliance issues, the budget, and issuing SCSEP grants to non-profit organizations throughout the State to provide employment opportunities. The SCSEP funds four Older Worker Specialist positions in urban areas. All SCSEP programs have the same statewide goal of providing community service employment for low-income individuals 55+ into unsubsidized employment.

The **Adult Basic Education Program** is administered through the Alaska Department of Labor and Workforce Development's (AKDOL) and funded through Federal and State funds. In FY 2000, the ABE State Transition Plan was in effect. Beginning July 1, 2000, the Unified Plan will be considered ABE's annual program planning document.

Once approved, this Unified Plan as it concerns adult education will run through June 2004. The ABE program manager, located in the Employment Security Division of the AKDOL, is responsible for all ABE program compliance issues as set forth in the WIA Unified Plan; the ABE budget; and issuing ABE grants through the request for proposal process.

For purposes of allocation, the State is divided into 13 regions. Each region applies for a competitive grant to serve the entire region. The request for proposal reflects the WIA requirements for selecting grantees. Regional ABE programs are required to implement the WIA and to comply with state certifications and assurances as required in the Request for Proposals. Each program is also required to maintain an advisory council and to accept leadership from the council when appropriate.

Each ABE Regional program has a Director who is responsible for all local compliance issues, the local ABE budget and over-all program operations. Funding provides for about 1% of the State's population to be served.

Local Workforce Investment Boards: Local Elected Officials requested, and the SWIB certified, two Workforce Investment Areas in the state. Each of these has a Local Workforce Investment Board (LWIB) constituted according to the WIA.

Each LWIB has direct purview, along with the chief elected officials, for Title I of the WIA and the local One-Stop system. These LWIBs do not have legal authority over the other funding streams participating in this Unified Plan. However, through governance of the One-Stop system

and through partnerships and collaborations, LWIBs influence a wide array of local workforce development activities and programs.

Local Agencies: Many local agencies, whether they are independent agencies, community-based organizations or local offices of state agencies, have a role in carrying out this Unified Plan. This role may come as part of their regular responsibilities, as members of local boards, and/or through One-Stop operator status or other contractual or service-provider relationships.

E.1. a) Perkins III, describe the procedures in place to develop the memoranda of understanding outlined in §121(c) of the Workforce Investment Act of 1998 concerning the provision of services only for postsecondary students and school dropouts. (§122(c)(21))

Perkins III Memoranda of Understanding Development

The **Department of Education and Early Development (EED)** staff will work with other the WIA partners through the AHRIC to develop Memorandum of Understanding (MOU) items that need to be included in each local MOU. Technical assistance will be available for local communities that are developing MOUs. EED will assure that all postsecondary Perkins III grantees will be informed of their Job Center responsibilities, and EED will not fund an eligible recipient until evidence of participation in an appropriate local MOU is received.

E.1. b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

The WIA Title I and Wagner-Peyser Act/ Veterans Program

The Local WI Areas provide local governance and services directly and also through subcontractors. Training services are generally solicited through Request For Proposals (RFP). Some Employment Assistance services (services similar to the core and intensive services under the WIA) are provided directly, while others are contracted for via intradepartmental agreements within the AKDOL. Within this system, STEP annually targets occupations for training based on industry needs, occupational demand, and on the proportions of non-Alaskans in an occupation, based on statistics provided by the AKDOL. One of the advantages of the STEP is that industry specific training can be provided to meet the needs of a particular industry or employer.

E.1.b- i) describe the State Workforce Investment Board, or the authorized alternative entity including a description of the manner in which the Board collaborated on the State plan. (WIA §112(b)(1) and §111(e))

State Workforce Investment Board

The **Alaska Human Resource Investment Council (AHRIC)** is designated as the State Workforce Investment Board (SWIB). The AHRIC/SWIB has twenty-six members and includes the Lt. Governor, State Commissioners for Education and Early Development, Community and

Economic Development, Labor and Workforce Development, Health and Social Services, business and industry, organized labor, the Alaska Native Coalition for Employment and Training, the University of Alaska, educators for k-12 and postsecondary, adult basic education, persons with disabilities, and community based organizations. The SWIB has a private sector majority, and the Chair and Vice-Chair are elected from Business and Industry representatives. Four standing committees are chaired by private sector members, which include labor and non-profits. The full Alaska Native Coalition for Employment and Training serves as an ad-hoc committee providing advice on service for Alaska Natives and remote communities.

The SWIB's role is very broad. It includes the responsibilities under the WIA and those authorized under state law. The SWIB serves as an ambassador for the system to the public, provides outreach to employers for their involvement, and acts as a catalyst for continued improvement for Alaska's workforce. The SWIB assists the Governor in developing the five year strategic plan for workforce investment, advises the Governor and Legislature on ways to develop the statewide workforce system, provides guidance for the statewide labor market information system, monitors and evaluates statewide activities, reports to the Secretary of Labor and provides guidance to the LWIBs. The broad goals of the WIA Unified Plan are designed to bring alignment between the Board mission and role and the five-year strategic plan.

The SWIB provides broad policy direction to the LWIBs for their local strategic plans and approves their plans as required by the Act. The SWIB works with LWIBs to ensure a more cost-effective, coordinated and efficient effort for service across local workforce areas. The SWIB approves the funding allocation for the LWIBs.

The Anchorage/Mat-Su area and Balance of State area LWIBs will provide a five year strategic unified plan and provide leadership and oversight for their area specific local workforce system. Their role includes developing the five-year strategic plan, designating area one-stop system operators, identifying providers of training services, monitoring system performance against established performance measures, negotiating measures with the SWIB and Governor, helping develop the labor market information systems for their area, developing information exchange for consumers, and organizing and overseeing the area Youth Policy Council.

The Governor has appointed the highest administrative personnel to the AHRIC. The Commissioners of Administration, Education, Health and Social Services and Labor and Workforce Development represent the majority of mandatory and non-mandatory partners identified in the WIA. Besides the commissioners, private sector individuals fill a majority of the seats with direct ties to employment and training. All of these individuals create an open path for partners to communicate with the board. In addition, the AHRIC provides regular opportunities on the quarterly agenda for communication with all mandatory partners not represented on the Board.

E.1.b-ii) describe the State-imposed requirements for the statewide workforce investment system. (§112(b)(2))

State-Imposed Requirements

Recent Alaska legislation has mandated that there be a public employment service / Job Center system as an integral part of the Statewide workforce system. The contributing legislation includes House Bill 40, Executive Branch Reorganization (Chapter 58,SLA99 6/9/99), Senate Bill 334, State Training Programs (Chapter 85, SLA98, 6/11/98), Alaska Administrative Order #No. 182, and Alaska Statute 23.20.

On June 3, 1999, Governor Knowles issued Administrative Order No. 182. This Order provided the following designations and directives to meet the WIA requirements and to meet the needs of Alaska's workers and employers:

- The AHRIC is designated as the State Workforce Investment Board (SWIB) as required by the Workforce Investment Act of 1998.
- The Anchorage/Mat-Su Service Delivery Area (SDA) and its administrative body were designated as the Anchorage/Mat-Su Local Workforce Investment Area (Local WI Area) and the Anchorage/Mat-Su Workforce Investment Board (LWIB) respectively. The Statewide SDA and its administrative body were designated as the Balance of State Local Workforce Investment Area (SLWIA) and Balance of State Local Workforce Investment Board (SLWIB) respectively.
- The AHRIC is directed to develop a plan to provide adequate regional representation on the Balance of State WIB through a consortium agreement and to establish criteria for regions that apply to be designated as Workforce Investment Areas.
- The Alaska Job Center Network (AJCN) is directed to serve as the State's One-Stop Career Center (Job Center) system as required under the Workforce Investment Act. The AHRIC will provide oversight for Alaska's Job Center system, with Local Workforce Investment Boards providing oversight for Job Centers in the respective Workforce Investment Areas.
- All state agencies are mandated partners in the Job Center system are required to develop the agreements and understandings necessary to meet the WIA requirements, including the involvement of mandated and volunteer Job Center partners.
- In accordance with law, the ARHIC is required to develop a Unified Strategic Workforce Investment Plan for all state-operated programs that require plans under the Workforce Investment Act.

The AWIO will provide administrative oversight of sub-state grantees, ensure compliance of regulations under the WIA Title I, provide technical assistance to the Local WI Areas and LWIBs, and coordinate policy development and implementation on behalf of the SWIB.

E.1.b- iii) identify the local areas designated in the State and include a description of the process used for the designation of such areas. (§112(b)(5))

Designated Local Areas

Local areas were designated by the Administrative Order No. 182, as described above. This Order determined that there would be two Local Workforce Investment Areas in Alaska - the Anchorage/Mat-Su Local WI Area (Local WI Area) and the Balance of SWIB Area (SLWIA).

E.1.b-iv) describe the appeals process referred to in §116(a)(5). (§112(b)(15))

Appeals Process

A unit of local government, including a combination of such units or WIA grant recipient that requests designation as a Local Workforce Investment Area but is not granted such designation may submit in writing an appeal to the SWIB for review and further action. Receipt of the written appeal by the SWIB will start a sixty-day appeal process. Such appeal shall include:

- a clear description of the geographic area
- population and economic information that substantiates the consistency of such local areas with Alaska labor market areas
- the distance persons requiring service need to travel for service
- the resources of the local area that are available to effectively administer the activities carried out under a local area strategic plan.

The SWIB shall respond in writing within thirty days of receipt of the request to the Chief Elected Official(s) making the request for area designation. Such response by the SWIB may seek further information or clarification of information provided to assist with a final determination and recommendation to the Governor. Within sixty days of receipt of the appeal the SWIB will deliver its recommendation to the Governor for temporary or substantial designation, or to not recommend designation status. If such requests by a local area or combination of areas is not approved by the Governor, the Chief Elected Officials for the local area requesting designation may appeal directly to the Secretary of Labor.

E.1.b-v) identify the criteria the State has established to be used by the chief elected officials in the local areas for the appointment of local Board members and establishment of youth councils based on the requirements of §117. (WIA §112(b)(6))

Establishment Criteria for Board Members and Youth Councils

The State has established the following criteria for the appointment of local Board area members and for the establishment of youth councils.

- The federal criteria for local Board appointments under the WIA Sec.117(b) and the Youth Council membership composition requirements of Sec.117(h).
- The Governor's state criteria for local Board appointments. The state criteria were established in partnership with Alaska's three JTPA Service Delivery Areas in 1997 prior to enacting the WIA. The document is called "Proposal To Establish Workforce

Development Boards in Alaska", and is attached. The Chief Elected Official for the Local Workforce Investment Area should consider ways to meet the State criteria for Board membership within the restrictions created by the Act.

The following instructions incorporate both federal and state appointment criteria:

- Majority—The local LWIB must have a business majority. Board members must elect a chairperson from among its business members.
- Members appointed to the Board must be individuals who have maximum "regional" policy making or hiring authority within the organizations, agencies, or entities they represent.
- Consolidation of state workforce programs covered by WIA through state law implemented July 1, 1999 provide Chief elected Officials (CEOs) the opportunity to significantly reduce the number of state agency program providers appointed to the local Board. The intent of the Governor is to assist CEOs in creating new Boards that are of manageable size.

Please find attached a copy of the "Proposal to Establish Workforce Development Boards in Alaska."

The criteria for youth councils have been detailed in the "Proposal to Establish Workforce Development Boards." Each Local Workforce Investment Board (LWIB) must designate a Youth Council. The Council consists of members of the LWIB with a special interest in youth policies, representatives of youth agencies including juvenile justice and local law enforcement, representatives of local public housing agencies, parents of eligible youth seeking assistance under the Act, former participants including representatives of youth-serving organizations that have experience relating to these activities, and representatives of Job Corp as appropriate. The responsibilities of the youth council include developing the youth portions of the local plan, recommending to the LWIB eligible providers of youth activities to be considered for grants or contracts on a competitive basis, conducting oversight with respect to eligible providers of youth activities, coordinating youth activities that are authorized by the Act, and other duties as determined by the chair of the LWIB.

E.1.b-vi) identify the circumstances which constitute a conflict of interest for any State or State Board and Local Boards member, including voting on any matter regarding the provision of service by that member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§112(b)(13))

Conflict of Interest

The State's conflict of interest law (AS 39.50) applies to the chair or members of state appointed boards and commissions. The law is included in Appendix 2.

AS 39.52.110 - 220 details the Legislative intent that representatives, drawn from society shall maintain their right to personal and financial interests. Nonetheless, it is expected that Public

Officers, including members of boards and commissions, in the service to the state shall conduct themselves in an ethical manner. To that end a public officer should not engage in activities that may appear to be a breach of ethical conduct. Examples of inappropriate actions include but are not limited to the following.

- A public officer may not use, or attempt to use, an official position for personal gain, and may not intentionally secure or grant unwarranted benefits or treatment for any person.
- A public officer may not
 - (1) seek other employment or contracts through the use or attempted use of official position;
 - (2) accept, receive, or solicit compensation for the performance of official duties or responsibilities from a person other than the state;
 - (3) use state time, property, equipment, or other facilities to benefit personal or financial interests;
 - (4) take or withhold official action in order to affect a matter in which the public officer has a personal or financial interest; or
 - (5) attempt to benefit a personal or financial interest through coercion of a subordinate or require another public officer to perform services for the private benefit of the public officer at any time;
 - (6) use or authorize the use of state funds, facilities, equipment, services, or another government asset or resource for partisan political purposes; this paragraph does not prohibit use of the governor's residence for meetings to discuss political strategy and does not prohibit use of the communications equipment in the governor's residence so long as there is no special charge to the state for the use; in this paragraph, "for partisan political purposes."
- A public officer may not solicit, accept, or receive, directly or indirectly, a gift, whether in the form of money, service, loan, travel, entertainment, hospitality, employment, promise, or in any other form, that is a benefit to the officer's personal or financial interests, under circumstances in which it could reasonably be inferred that the gift is intended to influence the performance of official duties, actions, or judgment.
- Notice of the receipt by a public officer of a gift with a value in excess of \$150, including the name of the giver and a description of the gift and its approximate value, must be provided to the designated supervisor within 30 days after the date of its receipt
 - (1) if the public officer may take or withhold official action that affects the giver; or
 - (2) if the gift is connected to the public officer's governmental status.
- A public officer who knows or reasonably ought to know that a family member has received a gift because of the family member's connection with the public office held by the public officer shall report the receipt of the gift to the public officer's designated supervisor if the gift would have to be reported under this section, if it had been received by the public officer, or if receipt of the gift by a public officer would be prohibited.

- A public officer, or an immediate family member, may not attempt to acquire, receive, apply for, be a party to, or have a personal or financial interest in a state grant, contract, lease, or loan if the public officer may take or withhold official action that affects the award, execution, or administration of the state grant, contract, lease or loan.

In the event a public officer or member of a board or commission is involved in a matter that may result in a conflict of interest or violation of the Ethics act, AS39.52.220 provides direction for declaration of the potential violation as well as remedy by the board.

AS 39.52.220. Declaration of potential violations by members of boards or commissions.

A member of a board or commission who is involved in a matter that may result in a violation of AS 39.52.110 - 39.52.190 shall disclose the matter on the public record and in writing to the designated supervisor and to the attorney general. The supervisor shall determine whether the member's involvement violates AS 39.52.110 - 39.52.190 and shall provide a copy of the written determination to the board or commission member and to the attorney general. If a member of the board or commission objects to the ruling of the supervisor, or if the supervisor discloses an involvement requiring a determination, the members present at a meeting, excluding the involved member shall vote on the matter. If the supervisor or a majority of the members voting determine that a violation will exist if the member continues to participate, the member shall refrain from voting, deliberating, or participating in the matter.

Sub-state recipients are held accountable for all State and Federal rules of ethical conduct and conflict of interest provisions when accepting WIA funds. Grant agreements are executed with a General Provision statement.

“Contractor must comply with all applicable Federal or State laws regulating ethical conduct of public officers and employees.”

E.1.b-vii) describe the procedures the local boards will use to identify eligible providers of training services for the Adult and Dislocated worker programs (other than on-the-job training or customized training) (§112(b)(17)(A)(iii))

Identifying Eligible Providers

LWIBs will identify providers of training services for the Adult and Dislocated worker programs using the following:

1. The state and the local Workforce Investment Board need the following information in order to qualify training program service providers and to maintain a verifiable list of providers for customer use:
 - client identifier (Social Security number)
 - training vendor identifier
 - description of training offered

- use of nationally recognized, industry-based skill standards and occupational certifications
 - total cost of training and cost to the trainee
 - success rates, as calculated by:
 - percentage completion of training; terminations/quitting breakout
 - percentage passing certification examinations and receiving related credentials in that field
 - percentage beginning employment in that field
 - average first wage of those receiving employment
 - percentage remaining employed for 6 months
 - average wage after 6 months of employment
 - location, time(s) of training and Americans with Disabilities Act (ADA) accommodations
 - the availability of jobs in Alaska to determine training needs, by regions
 - an employment contract between the trainee and their sponsor upon completion of training
 - a joint labor-management partnership; to give direction for state and regional training needs
2. The AK DOL, Research and Analysis Section will collect training completion records from participating training providers, match completion records with historical unemployment insurance wage records and prepare a report on employment outcomes of each training program offered by each training provider.
 3. The training provider performance information, "consumer reports", will be widely distributed in hard copy and on AK DOL's internet web site. The state will require trainers to provide the AK DOL "consumer reports" information to customers in order to achieve informed customer choice of training services.
 4. There is no limit for the cost of an approved individual training program, based on their employment goals.
 5. The state shall encourage training providers and promote their services through publicized state recognition of achievement and cash incentives for high performers, especially those that successfully prepare their trainees/students to satisfy the knowledge and skill requirements assessed by nationally recognized occupational certification examinations.
 6. State and local WIBs shall implement the qualified training program, providing initial eligibility listing, 18 months after the submission of the state WIA plan. Subsequent

eligibility lists shall be provided on July 1 of each year, with independent verification of providers performed on an as-needed basis.

7. The state shall post consumer information on training providers and success rates.

E.1.b-viii) describe how the locally operated ITA system will be managed in the State to maximize usage, select services providers, and improve the performance information on training providers. (§112(b)(14), 112(b)(17)(A)(iii))

Local Individual Training Accounts

The State of Alaska encourages Local Workforce Investment Areas to utilize Individual Training Accounts to fund appropriate classroom and specialized training. Eligible training service providers are authorized to receive Individual Training Account documents. The amount and duration of training is based on negotiations between the participant and the Local Workforce Investment Area, the proposed training program and the expected supportive services necessary to successfully complete training. Local Workforce Investment Areas are expected to assess the employment and training needs of participants and provide vocational guidance and counseling services prior to issuing Individual Training Account documents

The AWIO will maintain a list of approved vendors. Participants receiving training services through any One-Stop designee can access this list. The system will provide information on the performance of eligible vendors, training costs and employment outcomes.

For the first 18 months after implementation of the WIA, Alaska intends to recognize all training institutions already approved for funding by the Alaska Commission on Post-Secondary Education which has a long history of promoting quality training in Alaska. After this period, the requirements to be an eligible provider will include:

- The need to show achievement of acceptable performance standards on any additional performance standard criteria
- The need to obtain the endorsement of a LWIB and achieve acceptable performance reviews
- The need to base training on the requirements of industry-based, nationally recognized skill standards and occupational certifications, especially those endorsed by the national Skill Standards Board, that exist for the courses of study offered.

E.1.b-ix) identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. (§112(b)(18)(B))

Youth Activities

Local advisory committees and Youth Councils will have input in the planning and oversight process for review of youth activities. Specialized youth services will be solicited by competitive

Response For Proposals (RFPs) advertised through the general mass media and the Alaska Administrative Journal. The proposals will be reviewed and scored by a local review group comprising representatives knowledgeable in youth services, employment, training, culture and the geographic area from which proposals are solicited.

The award granting process will emphasize existing criteria used for selecting youth activities. These criteria include:

- innovation
- a history of successful service provision
- goals that mirror the RFP
- capacity for service provision
- qualified staff
- appropriate facilities
- sound fiscal management
- compliance with the WIA parameters

The State Board and Local WIBs will develop criteria to identify effective and ineffective youth activities and providers. Consideration will be given to activities and providers that:

- Involve family members
- Build youth responsibility
- Develop relationships between youth and caring adults
- Place high expectations on youth and staff
- Provide appropriate services based on age and individual youth needs
- Demonstrate prior successes in providing employment and training services to youth
- Demonstrate successful utilization of nationally recognized skill standards and occupational certifications
- Prepare youth for success in employment
- Improve education achievement
- Provide ample support for youth
- Demonstrate the connection between work and learning
- Provide comprehensive guidance and counseling

Please refer to the Alaska Youth Transition Plan for more information regarding questions dealing with youth activities under the Workforce Investment Act.

E.1.b-x) describe the processes that will be used at the State level to award grants and contracts for activities under Title I of WIA. (§112(b)(16))

Title I of the WIA Grants and Contracts

The Alaska Department of Labor and Workforce Development (AKDOL) will be the granting office for Title I funds under the Workforce Investment Act.

1. The grant process includes:
 - The funding allocation for formula funds to the Local WIBs for adult, dislocated worker and youth will be distributed by formula as required in the Act and regulations and as described in this plan;
 - Statewide projects are solicited through Request for Grantor or Proposal Applications and follow state and federal guidelines on procurement to ensure adequate competition.
2. The contract process follows the State of Alaska procurement code, and includes:
 - On-line public notification
 - Notice in Alaska newspapers
 - State of Alaska General Service and Supply Bidders List (as appropriate)

Periodically the AHRIC identifies a special workforce system project or service they want implemented, and they advise the AKDOL of this need. The AHRIC may authorize the use of Title I reserve funds for these specialized projects or services. The AKDOL then solicits public and private organization for grant proposals. The AKDOL markets the project through the general mass media and Alaska Administrative Journal under a State issued Request for Grant Application (RGA).

E.1. c) Vocational Rehabilitation, designate a State agency as the sole State agency to administer the plan, or to supervise the administration of the plan by a local agency, in accordance with §101(a)(2)(A). (§101(a)(2)(A))

Vocational Rehabilitation

The Alaska Human Resource Investment Council has been designated to serve as the State Workforce Investment Board. The Director of the ADVR serves on the State Workforce Investment Board. The Anchorage Mat Su Private Industry Council has been selected as the Local Workforce Investment Board in the Anchorage Mat Su local service area. The Statewide Private Industry Council has been selected as the Balance of State Local Workforce Investment Board. The ADVR has a staff member represented on each of the designated Local Workforce Investment Boards.

The Alaska Department of Labor and Workforce Development is the Designated State Agency as required by the Rehabilitation Act. The ADVR is the Designated State Unit charged with the provision of comprehensive vocational rehabilitation services to individuals with disabilities including individuals who are blind and visually impaired.

To date, One-Stop management decisions have been made with the assistance of standing and ad hoc committees, with members from all partner agencies, as well as from other agencies both

governmental and non-profit. The management will employ a collaborative approach, which will be documented in the site working agreements. One-Stop operators may be a consortium of three or more One-Stop partners. DVR employees will continue to be supervised by area Regional Managers and the Division Director.

E.1. d) TANF, describe the objective criteria for the delivery of benefits and the determination of eligibility and for fair and equitable treatment, including an explanation of how the State will provide opportunities for recipients who have been adversely affected to be heard in a State administrative or appeal process. (§402(a)(1)(B)(iii))

TANF Criteria and Eligibility Determination

Eligibility

The Alaska Temporary Assistance Program (ATAP) is available to all needy Alaskan families with dependent children under the age of 18. Participation in ATAP requires eligible families to fulfill program obligations such as preparation of a Family Self-Sufficiency Plan and participation in work activities. Families establish program eligibility based on family composition and a determination of need that considers the family's available income and assets. For the purpose of participating in ATAP, eligible families are:

- Families that include a caretaker relative of one or more related dependent children (a caretaker relative must be a parent or a woman in the last trimester of her pregnancy, or a relative of the child within at least the fifth degree of kinship).
- Two-parent families in which both parents live in the same household.
- Families that include a dependent child and a non-needy caretaker relative.
- Families living in Alaska with the intent to remain. Alaska does not treat new residents of the State differently than other Alaskan families receiving ATAP assistance.

Equitable Access

All families in the State have equitable access to ATAP, including native families who are not served by a family native assistance program. There are public assistance field offices in all urban areas and regional centers including Anchorage, Bethel, Fairbanks, Homer, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Wasilla, Eagle River, Nome, and Sitka. In addition, there is an active fee agent network in over two hundred small communities. Fee agents accept applications for all Alaska public assistance programs.

Administrative or Appeal Process

The state provides an appeal process for an applicant or recipient who receives a determination from the Department that denies, limits, or modifies the assistance or services provided under ATAP. The hearing shall be held within a reasonable amount of time after a request is made. The Department may require an applicant to participate in an informal dispute resolution process

before a formal hearing. State Regulations -7 AAC 49 - provide for hearings for ATAP program applicants and recipients.

E.1. e) Welfare-to-Work, provide a description of the implementation of this program by PICs (or Local Boards) across the State, including the roles and responsibilities of the State WtW Administrative Agency and the TANF agency; a list of the sub-state areas and the local entities responsible for program administration; and the program's implementation target dates.

Welfare-to-Work

The State administrative agency for the Welfare-to-Work (WtW) grant was originally the Department of Community and Regional Affairs (DCRA), which also administered the Governor's fund. The State's Private Industry Councils formally declined designation as local administrative agencies for the program in their Service Delivery Areas (SDA). The State proposed an alternative method of service delivery through the Department of Health and Social Services (DHSS), Division of Public Assistance (DPA), the State's TANF administrative entity. DCRA allocated the WtW formula grant to the DHSS, DPA. Since the consolidation of State agencies in 1999, the AKDOL assumed administrative responsibility for the WtW grant and the Governor's fund. DPA now serves as the local administrative agency for each of the State Service Delivery Areas.

The existing geographic boundaries of service delivery areas are the geographic boundaries of the LWIBs for WtW program delivery. The existing service delivery area boundaries are also used to capture and define demographic areas for determining eligible populations and formula allocations within the WtW areas. The LWIBs are important service providers and contribute to welfare reform along with other contractors and grantees through their participation on the local ATAP advisory councils.

F. Funding

ALLOCATION CRITERIA

Allocation of the WIA Title I funds is the responsibility of the Alaska Workforce Investment Office (AWIO). In November 1999, the State Board determined the full 15% allowed by federal regulation should be reserved under the youth and the adult funding streams for statewide projects and state administration. Similarly, the State Board decided to reserve under the dislocated worker funding stream, 5% for state administration, 10% for statewide projects and 25% for rapid response activities.

The State Board also approved that the allocation of funds to the Local WIBs should be made in accordance with the mandatory formulas specified in the regulations. That is, the State Board did not adopt a discretionary allocation formula. In an effort to minimize any dramatic shift in funding at the local level, the State Board adopted the 'hold harmless' for youth and adult WIA funds as policy issued by the U.S. Secretary of Labor.

The state criteria to allocate funds for each of the programs included in the unified plan will remain the same as under the former JTPA allocations as the system transforms under the workforce Investment Act (WIA). Each program has made significant adjustments in the past two years as reforms such as one-stops, welfare, school-to-work continued and the Legislature and Congress changed workforce investment policy. In 1998, State law instituted performance and accountability measures and broadened the scope of the SWIB. In 1999, a new state law consolidated most workforce programs under the AKDOL, which has created even greater change within the main administrative agency.

The WIA creates a new system for the exchange of information among customers, agencies and service providers. It creates a new system for certifying vendors, a new system for delivering services to individuals, and a new system for governance. Many system activities are considered administrative costs. The Act caps all administrative fees for Title I (employment services and job training) at ten percent (previously 15-20%), with the intent that ninety percent of resources will reach customers. This is a thirty-three percent drop in funding for administration activities.

Programs can meet the challenge of serving the customer's needs and adapt to a new public workforce system by continuing the high degree of collaboration with the activities outlined in the plan. Collaboration has leveraged other state, federal, local and private resources. Programs have been effective in finding additional resources and new ways to serve their customers.

Efforts to create multi-firm Business Learning Consortia and Business Education Partnerships are increasing the involvement of employers in creating both policy and best practice approaches for adults and students. This will be enhanced by AHRIC's partnership with the National Skill Standards Board and the State's active participation in the evolving Voluntary National System of Skill Standards. Changes in technology are providing an information framework to expand core services to remote communities. The Denali Commission provides a new opportunity to plan and coordinate employment, education and training activities with federal, state, and local community and economic development opportunities in rural Alaska, and to leverage new federal funds for training.

The Governors Discretionary Funds are the most flexible resources for ensuring services for dislocated workers, building the information exchange system for both Youth and for Adults services, and for innovative demonstration projects that can lead the system to higher performance. The SWIB, LWIBs and AKDOL will provide collaborative guidance for the expenditure of the WIA Title I and the State Training and Employment Program Governor's Discretionary Funds. The SWIB has determined first year priorities for the WIA as: 1) serving rural youth and adults, 2) meeting the demand for educated and skilled workers, and 3) strengthening the involvement of education in workforce development.

***F.1. a) Perkins III:
i) describe the criteria that you will use in approving applications by eligible recipients for funds under Perkins III. (§122(c)(1)(B))***

Perkins III

Criteria for approval

Funds used by eligible recipients are awarded through an application process that supports implementing local plans that incorporate state initiatives and meet the Perkins III requirements. Development of infrastructure and targeted technical assistance at the State level is needed to implement the state plan requiring a targeted use of Perkins funds at the local level. Vocational programs are eligible for funding at the local level with the development and submission of a four-year local vocational program plan. These plans must include a continuous program improvement process aimed at improving student performance on the core indicators specified in Section K of this state plan. The elements required in the Perkins III statute provide criteria for review and approval of local plans.

A team that includes individuals familiar with postsecondary programs, business and industry and EED staff will review applications submitted to EED by eligible recipients for approval and funding of programs, services, and activities in compliance with Section 135. This will include a review of proposed strategies for addressing improving student performance related to the state core indicators and adjusted performance levels, program quality indicators, and strategies and activities to meet performance levels and a review of the budget.

EED staff will review the applications for eligible recipients for agreement with Perkins III specifications and identify technical assistance needs. Applicants will be notified of areas, if any, requiring modification and identify necessary steps or activities to be implemented. Technical assistance strategies and activities to assist local educational agencies will be identified and implemented under State Leadership Activities.

F.1.a-ii) describe how funds received through the allotment made under section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. (§122(c)(4)(A))

Allocation of Allotment

In recent times of declining state budgets, all eligible recipients are eager to capture a greater percentage of federal Perkins III funding for their programs. In the absence of data to show significant changes in program enrollment, Perkins III funds in Alaska will continue to be allocated at their historical levels: 85 percent for secondary programs and fifteen percent for postsecondary programs. Data will continually be collected to evaluate the effectiveness of this policy and potentially reexamine this ratio.

F.1.a-iii) describe how funds received through the allotment made under section 111 will be allocated among consortia which will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. (§122(c)(4)(B))

Funds Allocated to Consortia

Upon request of qualified local applicants, funds may be allocated to a consortium formed to support purposes and programs that are authorized under this statute, are mutually beneficial to all members of the consortium and are of such size, scope and quality as to ensure effectiveness. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

F.1.a-iv) if the eligible agency decides to develop an alternative allocation formula under the authority of sections 131(c) and/or 132(b), submit the proposed formula and supporting documentation to the Secretary of Education for approval prior to the submission of your State plan or as a part of the State unified plan. (§131(c) and §132(b))

Proposed Alternative Allocation Formula

The EED proposes to invoke Section 133(a) and distribute funds to eligible postsecondary institutions through a competitive application process that will result in a multi-year award. No institution or consortium shall receive an allocation of less than \$50,000 per year in compliance with Section 132(c)(1). This approach was selected in order to encourage and fund applications to improve vocational programs in rural and urban areas of the state. The number of federal Pell Grant recipients within a campus compared to the universe of students enrolled in vocational education across the state is not currently available. Recent data on program exiters identifies twenty postsecondary institutions providing vocational education programs in the state.

F.1. b) Tech-Prep , describe how the eligible agency will award tech-prep funds in accordance with the requirements of §204(a) and §205 of Perkins III, including whether grants will be awarded on a competitive basis or on the basis of a formula determined by the State.

Tech-Prep Funds

EED will fund eligible consortia of secondary and postsecondary and/or apprenticeship Tech-Prep programs following a competitive grant application process. In order to be eligible to receive Perkins III funding, local Tech-Prep consortia will include the following components:

- Continue existing articulation agreements which support effective programs that provide 2 years of high school with a seamless transition of Tech Prep students to 2 years of postsecondary education and/or apprenticeship; or provide a specific plan to develop articulation agreements for the proposed program(s);
- Provide applications for education and training in areas or skills in which there are significant employment opportunities in Alaska;
- Develop applications in consultation with local or regional business, industry, institutions of higher education, and labor organizations;
- Provide career guidance, development and placement to Tech Prep students;
- Provide quality work-based learning for Tech Prep students;
- Use evaluation results to improve Tech Prep programs;
- Assist consortia in using current standards-based occupational curricula, the Alaska Employability Standards, workplace learning, and recruitment and retention of students;
- Provide applications for specific plans to meet the needs of special populations including potential school dropouts;
- Increase the capacity of all involved secondary and postsecondary instructors who are integrating academic and vocational education content and using standards-based methods of teaching and student assessment;
- Assist teachers and administrators in staying current with the needs, expectations, and methods of business and all aspects of the industry;
- Provide training in the use and application of technology; and
- Identify and accurately report Tech Prep students.

***F.1.c) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:
i) describe the methods and factors the State will use in distributing funds to local areas for youth activities and adult employment and training activities under sections 128 (b)(3)(B) and 133(b)(3)(B), including a description of how the individuals and entities represented on the State board were involved in determining such methods and factors of distribution and how the State consulted with chief elected officials in local areas throughout the State in determining such distributions. (§112(b)(12)(A))***

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

Methods and Factors in Distributing Funds

Unlike other employment and training partners, Wagner-Peyser resources are not generally distributed to sub-grantees. Seventy-five percent of the Annual Wagner-Peyser Grant is applied

to personnel services for maintaining the merit system staffing required to operate the statewide public labor exchange and reemployment services. The funds from Disabled Vets Outreach Program (DVOP) Specialist and Local Veterans Employment Representative (LVER) grants are restricted to the purposes outlined in the grant and negotiated with USDOL VETS. The Wagner-Peyser staffing is allocated to different parts of the State using a labor exchange factor which considers the actual number of employers, workers, and reported employment activity for the communities and service delivery areas in which ESD maintains an office. Areas with a smaller portion of the State's total labor exchange activity receive less staffing than those areas with substantial portions of the State's total activity.

VETS staff is allocated using a federally developed model based upon actual veteran population in local office areas.

Wagner-Peyser and VETS funded staffing is occasionally supplemented by interagency receipts, reimbursable service agreements, or other small grants. These additional resources are typically assigned to those areas with the greatest need or a specific targeted population as identified by the granting source.

The State Board authorized distribution of the mandatory 85% of the funds to the Local Workforce Investment Areas (see Youth Formula and Adult Formula charts below). Through collaboration with the Research and Analysis section and the AWIO in the Department of Labor and Workforce Development, and representatives of the Local WIBs, it was concluded that this funding model provided the least negative impact to any one Local Workforce Investment Area.

Youth and Adult Formulas

The State of Alaska adopted the hold harmless guidance issued by the Secretary to distribute adult and youth funds. The charts below describe the comparison of the hold harmless to the 85% mandatory allocation. From this comparison the state concluded the least impact would be incurred by adopting the hold harmless policy. The reader should note the allocation considered the factors under WIA required in the distribution of funds.

State of Alaska Unified Plan

Feb 23,2000

WIA Title I Youth Funding Formula

Option A

		Alaska	Anchorage/ MatSu	Balance of State
MANDATORY				
1. Number Unemp in ASU		18,049	7,278	10,771
2. Excess Unemp.		4,787	467	4,320
3 Econ. Disadvantaged Youth		18,219	7,073	11,146
1. Number Unemp in ASU		100.0%	40.3%	59.7%
2. Excess Unemp.		100.0%	9.8%	90.2%
3 Econ. Disadvantaged Youth		100.0%	38.8%	61.2%
	WEIGHT			
1. Number Unemp in ASU	33.3%	\$911,120	\$367,396	\$543,724
2. Excess Unemp.	33.3%	\$911,120	\$88,941	\$822,179
3 Econ. Disadvantaged Youth	33.3%	\$911,120	\$353,716	\$557,404
	100.0%			
MANDATORY ALLOCATION TO WIB'S		\$2,733,361	\$810,054	\$1,923,307
		100.0%	29.636%	70.364%
TOTAL MANDATORY ALLOCATION		\$2,733,361		

DISCRETIONARY ALLOCATION				
A. Excess youth Poverty		1,073	0	1,073
B Excess unemployed above state ave.		2,091	0	2,091
A. Excess youth Poverty		100.0%	0.0%	100.0%
B Excess unemployed above state ave.		100.0%	0.0%	100.0%
	WEIGHT			
A. Excess youth Poverty	50.0%	\$0	\$0	\$0
B Excess unemployed above state ave.	50.0%	\$0	\$0	\$0
	100.0%			
DISCRETIONARY ALLOCATION TO WIB'S		\$0	\$0	\$0
		0.0%	0.0%	0.0%
TOTAL BASE ALLOCATED TO SDA's		\$0		

A) TOTAL ALLOCATION WIB'S		\$810,054	\$1,923,307
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***** HOLD HARMLESS CALCULATION *****

	ALASKA	Anc/Mat-Su	Bal. Of State
ALLOCATION ONE YEAR AGO PY98	\$3,639,275	\$1,351,152	\$2,288,123
CURRENT ALLOCATION PY99	\$3,438,399	\$1,290,289	\$2,148,110
TWO YEAR AVERAGE ALLOCATION	\$3,538,837	\$1,320,721	\$2,218,117

B) 90% OF TWO YEAR AVERAGE		\$1,188,648	\$1,996,305
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D) SUM OF ROW C	\$3,184,953
MAX ALLOCATION TO SDAs	\$2,733,361

** FINAL ALLOCATION TO SDA's **	\$2,733,361	\$1,020,111	\$1,713,250
	100.0%	37.321%	62.679%

Prepared by: Research and Analysis, Alaska Department of Labor

State of Alaska Unified Plan

WIA Title I ADULT FUNDING FORMULA

Feb 23, 2000

		Alaska	Anchorage/ MatSu	Balance of State
MANDATORY				
1. Number Unemp in ASU		18,049	7,278	10,771
2. Excess Unemp.		4,787	467	4,320
3 Econ. Disadvantaged Adults		29,687	12,202	17,485
1. Number Unemp in ASU		100.0%	40.3%	59.7%
2. Excess Unemp.		100.0%	9.8%	90.2%
3 Econ. Disadvantaged Adults		100.0%	41.1%	58.9%
	WEIGHT			
1. Number Unemp in ASU	33.3%	\$875,421	\$353,001	\$522,420
2. Excess Unemp.	33.3%	\$875,421	\$85,457	\$789,965
3 Econ. Disadvantaged Adults	33.3%	\$875,421	\$359,817	\$515,604
	100.0%			
MANDATORY ALLOCATION TO WIB'S		\$2,626,264	\$798,275	\$1,827,989
		100.0%	30.396%	69.604%
TOTAL MANDATORY ALLOCATION		\$2,626,264		

DISCRETIONARY ALLOCATION				
A. Excess Adult Poverty		2,133	0	2,133
B Excess unemployed above state ave.		2,091	0	2,091
A. Excess Adult Poverty		100.0%	0.0%	100.0%
B Excess unemployed above state ave.		100.0%	0.0%	100.0%
	WEIGHT			
A. Excess Adult Poverty	50.0%	\$0	\$0	\$0
B Excess unemployed above state ave.	50.0%	\$0	\$0	\$0
	100.0%			
DISCRETIONARY ALLOCATION		\$0	\$0	\$0

State of Alaska Unified Plan

TO WIB'S			
		0.0%	0.0%
TOTAL BASE ALLOCATED TO SDAs		\$0	0.0%

A) TOTAL ALLOCATION WIB'S		\$798,275	\$1,827,989
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***** HOLD HARMLESS CALCULATION *****

	ALASKA	ANCH/MAT	BAL OF ST.
ALLOCATION ONE YEAR AGO PY98	\$3,639,275	\$1,351,152	\$2,288,123
CURRENT ALLOCATION PY99	\$3,438,399	\$1,290,289	\$2,148,110
TWO YEAR AVERAGE ALLOCATION	\$3,538,837	\$1,320,721	\$2,218,117

B) 90% OF TWO YEAR AVERAGE		\$1,188,648	\$1,996,305
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D) SUM OF ROW C	\$3,184,953
MAX ALLOCATION TO SDAs	\$2,626,264

** FINAL ALLOCATION TO SDAs **	\$2,626,264	\$980,142	\$1,646,123
	100.0%	37.321%	62.679%

The U.S. Department of Labor Secretary's policy decision on "hold harmless" regarding within state allocations, provided the means to minimize any significant shifts in funding levels from one local workforce investment area to another. The representatives of the LWIBs concluded that such an approach provided the greatest deployment of resources with the least amount of shifting of funds.

The SWIB directed the AWIO staff to develop a Youth Transition Plan for a smooth transition of youth activities under the WIA. Staff from each of the current Private Industry Council (PICs) contributed to the writing of the Youth Transition Plan. The draft plan was distributed to PICs for approval before final submission to the State Board. The PIC executive directors participated in a presentation of the plan for final approval by the State Board. The PICs also solicited public comment on the approved Youth Transition Plan. Funding for the youth plan is based on State Board approved formula allocations. In January 2000, the Youth Transition Plan was submitted to the U.S. Department of Labor for review and approval.

F.1.c-ii) describe the formula prescribed by the Governor for the allocation of funds to local areas for dislocated workers in Employment and Training activities. (§112(b)(12)(C))

Governor's Formula for Allocation of Funds

In December 1999, the Alaska Human Resource Investment Council (AHRIC) adopted plans to distribute funds under Title I of the Workforce Investment Act (WIA). The decisions made by the AHRIC were based upon recommendations made after consultation with the Local Workforce Investment Boards.

The AHRIC adopted the U.S. Secretary of Labor's 'hold harmless' policy for the Adult and Youth funding streams for the first two years of implementation of the WIA.

The Governor reserves 15% of the dislocated worker funds for statewide projects and administration. This 15% is transferable and may be used for youth programs, adult programs or other dislocated worker programs. According to Statute (Section 133(a)), the Governor reserves 25% of dislocated worker funds for rapid response activities.

The remaining 60% of dislocated worker funds are distributed to Alaska's two Workforce Investment Areas based on the following formula prescribed by the Governor. Alaska allocates dislocated worker funds based on the percentage of insured unemployment claimants, the concentration of unemployed in a Local Workforce Investment Area, plant closures and mass layoffs, declining industries, farm/rancher hardships in a Workforce Investment Area and unemployment insurance exhaustees. Based on this formula the Anchorage Mat-Su Consortium Local Workforce Investment Area receives 30.4% of available dislocated worker formula funds while the Balance of State Local Workforce Investment Area receives 69.5% of available dislocated worker formula funds. The State understands that the formula allocation for dislocated worker services may be amended only once per year. (Section 133(b)(2)(B))

Feb 23,2000

WIA Title I Dislocated Worker Funding Formula

for FY2000

	Alaska	Anchorage/ MatSu	Balance of State
1. # UI claimants 1998	43,856	17,724	26,132
2. Unemp Concentration	1,203	388	815
3. MLS	4	1	3
4. Declining Industry	1,641	43	1,598
5. Farm Hardship	548	222	326
6. # UI exhaustees 1998	15,982	6,404	9,578
1. # UI claimants 1998	100.0%	40.4%	59.6%
2. Unemp Concentration	100.0%	32.3%	67.7%
3. MLS	100.0%	25.0%	75.0%
4. Declining Industry	100.0%	2.6%	97.4%
5. Farm Hardship	100.0%	40.5%	59.5%
6. # UI exhaustees 1998	100.0%	40.1%	59.9%
		Anchorage/	Balance of

State of Alaska Unified Plan

	WEIGHT	Alaska	MatSu	State
1. # UI claimants 1998	31.0%	\$1,249,909	\$505,139	\$744,770
2. Unemp Concentration	27.0%	\$1,088,631	\$351,140	\$737,491
3. MLS	1.0%	\$40,320	\$10,080	\$30,240
4. Declining Industry	20.0%	\$806,393	\$21,130	\$785,263
5. Farm Hardship	1.0%	\$40,320	\$16,334	\$23,986
6. # UI exhaustees 1998	20.0%	\$806,393	\$323,122	\$483,271
	100.0%			
A) ALLOCATION TO WIB'S		\$4,031,966	\$1,226,946	\$2,805,020
		100.0%	30.430%	69.570%
TOTAL BASE ALLOCATED TO WIBs		\$4,031,966		

F.1.c-iii) describe, in detail, the plans required under Section 8 of the Wagner-Peyser Act which will be carried out by the State. (§112(7))

Plans Required Under Section 8 - Alaska Employment Security Division Wagner-Peyser Plan

The Employment Security Division (ESD), Alaska Department of Labor and Workforce Investment (AKDOL), provides services based on the W-P act of 1933, as amended, and the annual allotment from USDOL. ESD offers a statewide public labor exchange system involving a strong Internet accessible recruitment service, public assessable resource rooms, and trained staff in 18 Alaska communities. W-P resources provide extensive reemployment assistance to workers between jobs, those looking for new or additional jobs, and those seeking their first job. W-P funded activities include Veterans priority service, the work test for individuals receiving Unemployment Insurance benefits, and targeted efforts to job seekers with disabilities, dislocated workers, and welfare-to-work participants.

Employers, the underwriters of the public labor exchange system, and a valuable W-P customer, benefit from a variety of new tools that are being added to make their recruitment and selection of new workers quicker, easier, more cost effective and user-friendly. The ESD will continue to follow its technology blueprint that dedicates five percent of the annual Wagner-Peyser grant to the acquisition and implementation of such features as:

- Job Seeker and Employer self-registration and self-service.
- On-line resume service for job seekers.
- Employer access to candidate resumes and information.
- Telephonic translation of America's Job Bank.

A Basic Set of Labor Exchange and Reemployment Services

W-P service is a set of basic activities and services that address the labor exchange and employee assistance needs of employers, and job search and career planning needs of workers. Currently available at no cost to the employer and job seeker, this set of basic services is designed to be convenient, quick, effective, and user friendly.

Job Order Listings & Recruitment

Internet use to post jobs has greatly enhanced services to employers and job seekers. Employers can now post job vacancies directly onto the department's Internet Web site, at www.jobs.state.ak.us. On-line job orders are listed on Alaska's Job Bank, where job seekers can access and apply for employment throughout the State. Alaska's Job Bank is linked to America's Job Bank (AJB) where as many as 600,000 jobs around the country are posted.

The AKDOL online system provides an easy and inexpensive way of providing timely information about Alaska's job openings. It is particularly useful for employers and job seekers that do not have immediate access to an ESD office. Alaska's employers now have multiple ways to list their job orders with the ESD - the on-line service with the department's Internet site, faxing, visiting an ESD office, and a toll-free dedicated phone line where any employer in the State can call to reach a customer service representative for personal service.

ESD offices make areas available to employers who need interview space and may arrange for interviews at partner agency offices. Many ESD offices sponsor or participate in local job fairs and may arrange "on-site" recruitment for employers with unusual needs.

Applicant Matching and Referral

A core objective of ESD is to make the public labor exchange work for both employers and job-ready workers. With the use of the Internet, job seekers and employers are no longer limited to their local areas to look for work and to fill job vacancies. ESD has adopted a "self-screening" process that enables the job seeker to assess his/her qualifications for a particular job opening. Both job seekers and businesses have responded favorably to the self-screening procedures.

Post-employment Assistance

ESD recognizes that Alaska employers are essential assets that require developing and nurturing. A component ESD goal is ensuring that employers think of ESD first to find qualified, job-ready workers. ESD will market services to expand employer relationships by using the following methods:

- Conduct employer surveys.
- Issue statewide press releases of enhanced or new service delivery methods.
- Make on-site visits to employers.
- Advertise at the local office level.
- Generate monthly or quarterly newsletters describing employer incentive programs, "new-hire" success stories, etc.

- Encourage employers to refer to our vocational counselors and workshops.

Labor Market Information

The W-P staffed offices of the AJCN provide public access to the labor market information produced by the Research and Analysis section of the AKDOL through POLARIS (Public Online Labor-market And Research Information System), the Research and Analysis internet web site and hard copy reports and publications. Businesses, educational institutions, and local and state government entities use this information to make decisions regarding employment, investments in training and education, and to develop economic strategies. Job seekers use it to plan career moves and assess training opportunities.

Worker and Job Seeker Assistance

ESD offers services designed to address the most frequent needs and interests of our job-seeking customers. These core services are flexible using an increasing number of self-service technologies and devices. These services can be adjusted to meet the particular needs of individual workers; especially those who are part of one or more target populations such as veterans, dislocated workers, Unemployment Insurance (UI) claimants, or Temporary Assistance to Needy Families (TANF) clients.

Not all services will be available in all ESD local offices or Job Centers. Staff capacity determines the particular set of services offered in small communities or rural Alaska. Distance spanning technology and the AJCN affiliation will greatly increase the ease with which the public in one part of the State can be linked or referred to services available elsewhere.

Job Vacancy Listings & Detail

Job seeking customers are invited to use available self-service resources at the local Job Center or ESD office and view jobs listed on the electronic Alaska Job Bank. They may use the resource center computers to find job opportunities and referral instructions through America's Job Bank. Job seekers frequently use their home computers or work stations located in public libraries, offices, partner agencies, etc. to find job listings.

The Job Centers and ESD offices may provide job search enhancement workshops. The workshops and classes are designed to impart skills and information that increase the ability of workers to find employment on their own and better prepare individuals for job referrals to employers.

Basic skill proficiency testing such as ten-key and typing is a service available to all Employment Service applicants. Resource centers provide computer programs for clients to work on improving these skills and W-P staff is available to monitor validated tests.

Referral to Training and other Employment Related Services

ESD offices provide an information resource for the community on all areas relating to employment and training. This information is free of charge to clients. ESD offices provide resources for employers, partner agencies, including training facilities. W-P staff provide training workshops, job clubs and case management services when needed. Local offices also provide relevant information via pamphlets, posters, videos, employer presentations and computer access to the Internet.

Case Management Services

W-P staff will continue to provide one-on-one case management service for individuals who need specialized assistance. Customers who are veterans, dislocated workers, UI clients identified through statistical profiling, and TANF clients will receive case management services corresponding to available dedicated funding streams and staff capacity. Employment counselors or employment specialists may assist other clients who require case management services.

Unemployment Insurance Benefit Eligibility Work Registration

The ESD requires Unemployment Insurance benefit applicants to register for and actively look for work. When UI claimants file for a new claim they are registered by UI call center personnel. This enables ESD staff to refer claimants to matching employment opportunities and to advise UI customers of other benefits and activities available through the public labor exchange and the AJCN. Individuals who establish new unemployment insurance claims receive letters that inform them about the available reemployment services they can receive. These letters include information on locating our Internet job listings. Union members may conduct their work search through their dispatch halls if the union has a current agreement with the agency.

Worker Profiling & Reemployment Services

Public Law (PL) 103-152, the Unemployment Compensation amendments of 1993, requires that state agencies establish and utilize a system of Worker Profiling and Reemployment Services (WPRS) that:

- Identifies which claimants will likely exhaust regular compensation and need job search assistance services to make a successful transition to new employment.
- Refers identified claimants to re-employment services available under state and federal law.
- Collects follow-up information relating to the services and employment outcomes received by such claimants.

The law states that profiled claimants referred to reemployment services must participate in these services as a condition of eligibility for regular compensation, unless a claimant has completed these services or has justifiable cause for not participating. The five largest ES offices assign W-P staff to provide case managed reemployment services to profiled UI clients. Other offices participate as staff capacity allows. Services may include orientation to the resources available, development of a reemployment plan, referral to training, counseling, support services as needed,

enrollment in workshops and job clubs, resume preparation and review, job search assistance, skills enhancement, progress checks and follow-up.

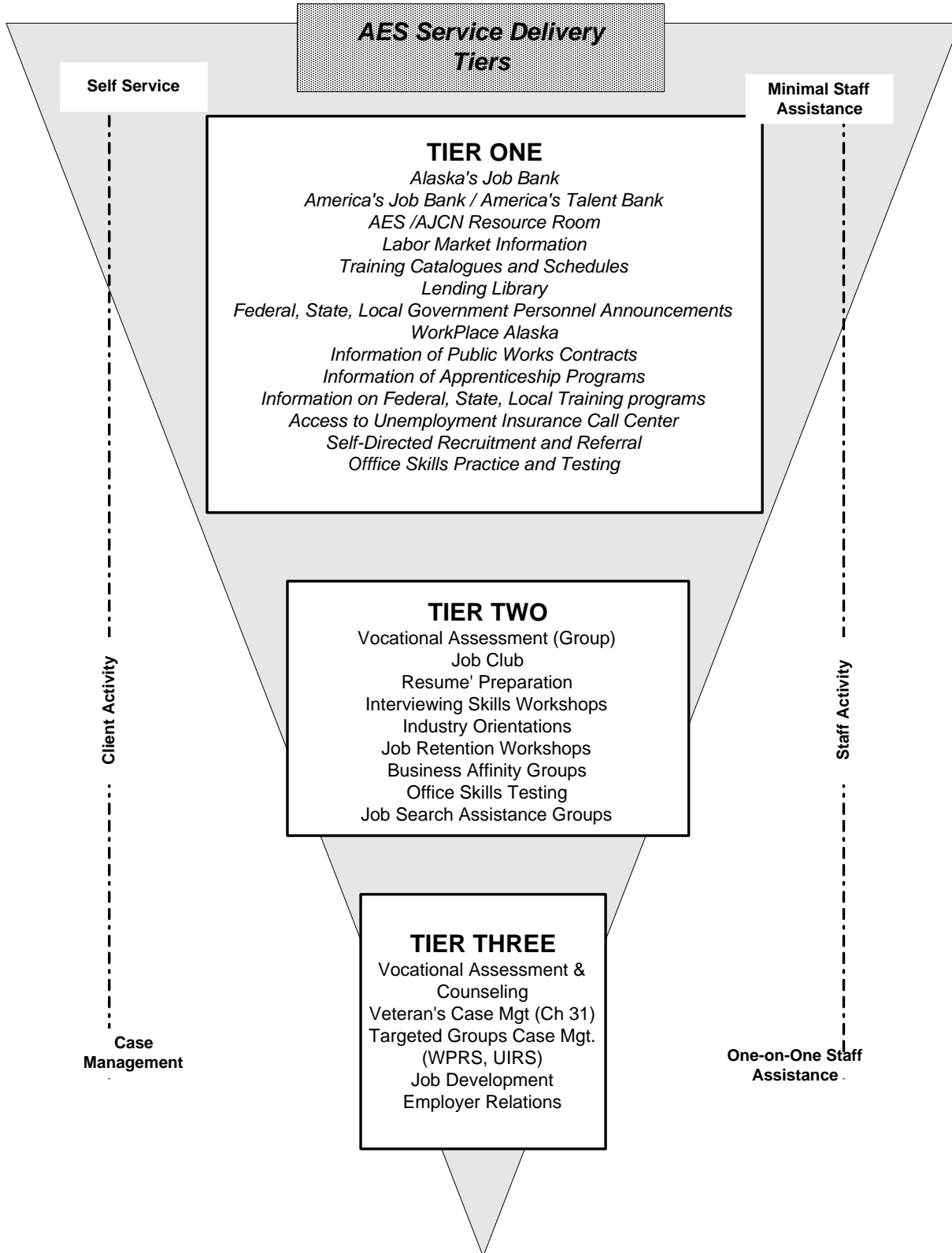
The UI program in Alaska has also contracted with W-P staff to provide additional case management to other targeted UI customers using the WPRS model.

Three-Tiered Service Delivery

While the "Volman wedge" is used to illustrate the WIA system of Core Services-to-Intensive Services-to-Training Services, the Alaska Employment Service's service strategy can be described as a triangle that expands our service delivery and increases customer choice for access. The following describes the graphic illustration.

- Tier I is considered "Self-Service" or "Basic Service." Customers can use the resource room area to access the automated self-help tools and information. Internet connections for labor exchange and reemployment tutorial software and employment/job focus resource libraries are available for the customer's use with little or no staff oversight or assistance. Development and support of Tier I services represent the largest W-P investment.
- Tier II is considered group activities or "Basic Intervention." Customers access basic assessment and/or service, reemployment ready workshops and job search assistance. Staff develop and lead workshops and facilitate group activities.
- Tier III is considered mediated services or "One-on-One" customer service, which is client centered. Customers that need more intervention will receive assessment, case management, and counseling services. Target groups in this tier need intensive service or have been targeted by public law or mandate. Tier III services are directly associated with a specific funding source.

The AES Service Delivery Tiers



The ESD relies upon the information collected and disseminated the Research and Analysis Section of the Department of Labor and Workforce development as well as statistical information obtained from Employment and Training partners such as JTPA, TANF, and Vocational Rehabilitation to establish present and developing needs of employers and workers.

Contacts and feedback from business clients is constantly monitored at the local service delivery point. Participation in policy meetings and membership on multiple workforce development oriented governance and advisory boards affords frequent opportunities to learn of employer needs and interests.

During the first quarter of 2000, ESD Employment Service Operation Area Managers will meet with existing Private Industry Councils to elicit feedback on how the labor exchange and reemployment services can be improved or adjusted to best compliment workforce development objectives. The Operations Managers will review the core activities funded by Wagner-Peyser including employer services, reemployment services for UI claimants, maintenance of a statewide public labor exchange, and priority services and case management for eligible Veterans.

The responses from local governance and advisory groups will be incorporated in drafting the plan of service. After the proposed plan is circulated to the sub-state governance bodies for endorsement or further comment, the plan will be finalized and submitted to the AHRIC or State WIB for endorsement before the Department submits it to the USDOL for approval as required by Section 8 of the Wagner-Peyser Act.

F.1.c-iv) describe the guidelines, if any, the State has established for Local Boards regarding priority when adult funds have been determined to be limited. (§112(b)(17(A)(iv) and 134(d)(4)(E))

Guidelines for Local Boards on Priority Funds

The State establishes the following guidelines consistent with the proposed federal regulations when adult funds have been determined to be limited. Priority for intensive and training funds when limited will be given to recipients of public assistance and other low-income individuals. In Alaska low-income individuals include all individuals whose annual income is less than 200% of the poverty line and require assistance to achieve self-sufficiency.

F.1c-v) Specify how the State will use the 10 percent Wagner-Peyser Act funds allotted to it under section 7(b) in accordance with the three provisions of allowable activities: performance incentives; services for groups with special needs; and extra costs of exemplary service delivery models. (§112(b)(7) and 20 CFR 652.204)

State Use of 10% Allotment

Eighty percent of the 10% Governor's Wagner-Peyser set-aside funds will be used to continue the exemplary vocational counseling and assessment program of the Alaska Employment Service. Twenty percent of these funds will continue to fund two of the four positions in the Governor's Seafood Employment Initiative; these positions work to increase the numbers of rural Alaskans working in seafood.

F.1 d) Adult Education and Family Literacy:
i) describe how the eligible agency will fund local activities in accordance with the considerations described in §231(e) and the other requirements of Title II of WIA. (§224(b))

Adult Education and Family Literacy

Adult Basic Education (ABE) will fund local activities using the following considerations:

Timeline:

March: Announcement of available funds; Request for Proposals distributed

May: Request for Proposals reviewed

June: ABE grant allocations announced

July: ABE grants awarded

- The AKDOL will distribute an announcement of pending available funds along with an application for funding.
- The Adult education provider must develop a formal response to each of the parts contained in the application to obtain funding.
- Application reviewers will note the thoroughness of proposed plans by a specific review criteria and will recommend consideration for funding those applications that have fully and adequately responded to the application criteria.
- The AKDOL Office of Adult Education will award multi-year grants on a competitive basis to eligible providers within the State. The funds are made available under Section 211 (b) (1) of the *Adult Education and Family Literacy Act*. The awards will be to develop, implement, and improve adult education and literacy activities (on July 1, 1999, providers began the first year of a three-year grant cycle. The next grant cycle should begin on July 1, 2002.).
- Each eligible provider receiving a grant under this subtitle shall establish one or more programs that provide instruction or services in one or more of the following categories: (1) adult education and literacy services, including workplace literacy services; (2) family literacy services; or (3) English literacy programs.

Special Rule

Whenever a State or outlying area implements any rule or policy relating to the administration of or operation of a program authorized under the Adult Education and Family Literacy Act that is not imposed by Federal law, the State or outlying area shall identify to eligible providers the rule or policy as being State or outlying area imposed. If a State agency has created any rule that impacts the activities, that aspect should be provided.

In Alaska, two policies that are State policies rather than Federal policies are carried out within the State Transition Plan of FY 2000, this Unified Plan, and in the Request for Proposals administered in FY 99 for program years FY 2000, 2001, and 2002. These two policies are:

- (1) A State formula is used to distribute grant funds. The development of a formula to distribute funds resulted from a recommendation made by the United States Department of Education during an on-site review of Alaska's State education agency.
- (2) Local grantee administrative costs are allowable up to 15% percent rather than 5%. The *Adult Education and Family Literacy Act* allows local providers to exceed the five percent limit for administrative costs specified in Section 233 (a)(2) which are restricted to planning, administration, personnel development and interagency coordination. In Alaska the AKDOL allows up to 15% for administrative costs, depending upon each program's administrative cost rates. This 15% cap includes indirect costs.
- (3) The State offers funding to provide volunteer literacy programs on a competitive basis. All entities who are eligible to apply for Regional ABE competitive grants are also eligible to apply for volunteer literacy grants. The purpose of these grants is to train and supervise volunteer literacy tutors to provide instruction to adult basic education students

F.1 d-ii) describe the process to show that public notice was given of the availability of Federal funds to eligible recipients and the procedures for submitting applications to the State, including approximate time frames for the notice and receipt of applications. (§231(c))

Notice of Availability of Funds

The AKDOL will announce the availability of funds through:

1. the AKDOL web-site;
2. the Adult Basic Education list serve;
3. direct mailing of applications to all known eligible providers that participated in FY2000 and those known adult education providers that have programs, but did not participate; and
4. notice of availability published in major State newspapers.

F.1 d-iii) describe how the eligible agency will use funds made available under Section 222(a)(2) for State leadership activities. (§223(a))

Procedure for Submitting Applications

Under Section 231 of the *Adult Education and Family Literacy Act*, local adult education providers desiring a grant must submit an application (weighted value indicated at beginning of each line) containing the following:

1. (12 %) The degree to which the eligible provider will establish measurable goals for participant outcomes;
2. (3 %) The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and after the 1-year period beginning with the adoption of an eligible agency's performance measures under Section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
3. (3%) The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
4. (3%) Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systemic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
5. (3%) Whether the activities are built on a strong foundation of research and effective educational practice;
6. (3%) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
7. (3%) Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
8. (3%) Whether the activities are staffed by well-trained instructors, counselors, and administrators;
9. (12%) Whether the activities coordinate with other available resources in the community; such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.
10. (3%) Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

11. (3%) Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
12. (Not weighted) Whether the local communities have a demonstrated need for additional English literacy programs.

In addition to the above, the State also requires the following:

1. (6%) Whether the program performance indicators are identified and how the program's evaluation will be conducted.
2. (12%) Whether instructional plans are sufficient to assist students most in need of ABE services to meet their goals.
3. (12%) The assurance that students will be screened for appropriate instruction.
4. (6%) Whether professional development activities will focus on building knowledge and skills necessary to achieve objectives and performance indicators identified for this program.
5. (2%) Whether an Advisory Council will be established.
6. (12%) Whether the proposed budget is adequate to cover the needs of the program.

Under Section 232 of the *Adult Education and Family Literacy Act*, local adult education providers desiring a grant must submit an application containing the following:

1. a description of how funds awarded under this subtitle will be spent
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.

Eligible providers for a grant or contract include:

1. A local educational agency
2. A community-based organization of demonstrated effectiveness
3. A volunteer literacy organization of demonstrated effectiveness
4. An institution of higher education
5. A public or private nonprofit agency
6. A library
7. A public housing authority
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of items (1) through (8) Section 203 (5) of the AEFLA.

Process for Distributing Funds to Approved Applicants

All applicants will receive funds following the considerations below:

1. The AKDOL will set aside 82.5 percent of the Federal allocation for local assistance purposes.
2. Local assistance grants will be based on the greatest need/hardest-to-serve priority as follows:
 - Populations performing below the eighth grade level. In this population there are two levels of priority. Level 1 priority consists of those individuals who score below the fifth grade level as measured by standardized assessments. Level 2 priority consists of those individuals who score below the eighth grade levels as measured on standardized assessments being served in classes at agency sites or in the workplace.
 - Populations with eighth grade performance, but not having a high school diploma or equivalent. Funds may be allocated for grants for this population according to the percentages that best meet the needs of individual providers, keeping in mind that those with the greatest need/hardest-to-serve have priority.
 - Populations in need of family literacy services skills and training who collaborate with corresponding programs of literacy service for children.
3. Funds will be awarded in the following categories:

- a.) Regional program funds will be awarded on the basis of the State ABE formula which was established in FY98. Each regional program is requested to serve 10% of the number of adults ages eighteen and over who did not have a high school diploma or an equivalency diploma in 1990. This will be updated with year 2000 Census data. Other changes may also be implemented at that time. Listed below is the number of students each region is requested to serve:

Aleutians-----155
Anchorage-----1,697
Bristol Bay-----124
Fairbanks-----774
Kenai-----321
Kodiak-----146
Bethel-----419
Wasilla-----351
Nome-----177
Barrow-----119
Kotzebue-----124
Pr. William Sound-----121

Juneau-----772

- b) State Funded only: Volunteer Literacy Programs may apply to be a Regional ABE program as indicated in the listing of eligible entities earlier in this Plan. However, Volunteer Literacy Programs and all other eligible entities as indicated earlier in this plan may also apply for additional State funding which are awarded on the basis of an established amount to be determined by the AKDOL.
- c) One grant in the amount of 5%-6% of the 82.5 set aside allocation for all grants will be for serving incarcerated individuals in the State Corrections facilities.
- d) Public Housing Authorities may apply to be a Regional ABE program as indicated in the listing of eligible entities earlier in this Plan. However Public Housing Authorities may also apply for additional funding to specifically serve public housing residents by providing adult education instruction.

Funding State Leadership Activities

The largest proportion of State Leadership funds will be allocated for staff development, technical assistance, and the monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.

Other possible activities may include:

1. incentives for program coordination and integration and performance awards;
2. curriculum development;
3. workplace basics learning projects;
4. coordination with existing support services;
5. integration of literacy instruction and occupational skills training, and promoting linkages with employers; and/or
6. linkages with postsecondary educational institutions.

F.1 d-iv) describe the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c). (§224(b)(12))

Ensuring Direct/Equitable Access

The AKDOL will:

- a. use the same grant announcement process in all circumstances including the use of the same announcement for newspaper distribution, posting on the WEB, and for sending to prospective grantees.
- b. use same application process for all applicants including requiring the same submission cut-off date/time and details of application requirements such as the maximum length of the application, following the prescribed sequence for responding to each section of the proposal.
- c. require that all applications be judged by the same review and scoring criteria.

Criteria for approval of local applications for funding

1. Each required item will be weighed.
2. Each criterion will be assigned a maximum number of points totaling 100 points.
3. All competitors will be scored using the same scoring guide.
4. The scoring team will carefully weigh each criterion and will provide written comments regarding their scores.
5. Scores will range from a maximum of 12 points to a minimum of 2 points for each criterion.
6. The applicant in each Region with the highest score will be awarded the grant.
7. In the case of Volunteer Literacy grants and Literacy for Public Housing Resident grants, a specific amount of funds will be divided among all applicants deemed successful, with higher scores receiving a proportionately higher amount.
8. There will be a cut-off date and time for receiving the applications.
9. A reading team will score all proposals.

AKDOL will publish a notice of availability of funding in the major newspapers in the State and on the AKDOL web-site.

In addition to this, direct and equitable access will be assured by distributing grant proposal announcements to:

1. all current grantees;
2. primary contacts for all entities eligible to apply;
3. school districts; and

4. agencies with affiliations to Adult Education including Workforce Investment Act partners

State ABE Funding Formula

A State ABE funding formula was implemented in FY 1998. The formula was developed to provide equitable funding of adult education throughout the state. Under the formula, the state is divided into 13 geographical regions. Any eligible organization may apply for a competitive grant to provide adult education instruction throughout their region. The formula for distributing funds includes the following:

- a) a base amount of \$50,000;
- b) a cost of living adjustment; and
- c) an amount derived from the number of adults over the age of 18 who did not have a high school or its equivalent in 1990. It has been determined by using this formula, that about 10% of adults are in need of adult education services. Each regional program has been asked to serve approximately 1% of this number. Since the inception of this formula, no ABE program has been denied funding if the program has been unable to serve this minimum number. In some instances extenuating circumstances may prohibit serving this number and in other circumstances, regions may serve twice this number. Title II of the WIA stresses retention over recruitment of large numbers. This opposes the State ABE Funding Formula. However, the USDOE, Office of Adult Education agreed that states could use a funding formula to distribute funds equitably.

Local Unified Plans

There are no requirements for local ABE grantees to prepare unified plans with Workforce Investment Partners.

F.1 e) Food Stamp Employment & Training:
i) estimate the total cost of the State's E&T program and identify the source of funds according to the format for Table 5, Planned Fiscal Year Costs, contained in the most current release of "The Handbook on Preparing State Plans for Food Stamp Employment and Training Programs."

Food Stamp Employment & Training

Estimate the total cost of the State's Employment and Training program and identify the source of funds according to the format for Table 5, Planned Fiscal Year Costs.

Planned Fiscal Year Costs of the State E&T Program By Category of Funding FY 2000		
Funding Category	Estimated FY 99	Fiscal Year 2000
1. 100 Percent Federal E&T Grant:	48,701	72,859
2. Additional E&T Expenditures	440,671	326,510
50% Federal	220,336	163,255
50% State	220,336	163,255
3. Participant Expenses Reimbursed:	18,000	18,000
a. Up to \$25 per month for transportation/other		
50% Federal	9,000	9,000
50% State	9,000	9,000
b. Up to Statewide limit per month per dependent for dependent care costs (optional)		
50% Federal	0	0
50% State	0	0
c. Above Statewide limit per dependent per month for dependent care costs (optional)		
100% State	0	0
4. TOTAL E&T PROGRAM COSTS (1 + 2 + 3A + 3B = 4)	507,372	417,369

F.1 e-ii) acknowledge that the State will spend at least 80 percent of its total 100 percent Federal E&T grant to create qualifying work opportunities to permit ABAWDs to remain eligible for food stamps

Acknowledgement of Funding

Alaska opted not to spend the 80% funding for ABAWDs. The client group has shown little interest in placement in an 80 hour per month activity for less than \$100 in food stamps. Creation of a structure to support a process that is unlikely to succeed is contrary to Alaska's "work first" philosophy.

F.1 e-iii) indicate, if applicable, whether the State agency intends to spend at least as much as it spent of its own funds in FY 96 for E&T and optional workfare administration to receive the additional 100 percent Federal allocations provided for in the Balanced Budget Act of 1997.

F.1 e-iv) describe both the expected sources and the status of State agency funding for participant reimbursement

Agency Intention for Employment and Training Funds

Alaska is a state with Maintenance of Effort requirement to receive 100 percent federal Employment and Training funding. Alaska intends to spend the same amount of state funds in current year as it spent on its Employment and Training program in FY 96. There is no Workfare in our Employment and Training Plan. The state will provide its own general funds to meet the MOE requirement and draw 20 percent of available 100 percent federal Employment and Training funds to fund participant reimbursements. Funding is adequate for projected need.

F.1 f) Welfare-to-Work , describe the State's plans for the expenditure, uses and goals of the 15% funds

Welfare-to-Work

The State plans for the expenditure, uses and goals of the 15% funds are dedicated to innovative projects and are administered by the AKDOL. Funds may be allocated to other state agencies as reimbursable service agreements or to non-state entities as grants or contracts. From its involvement in the solicitation and review of competitive grant proposals, the State of Alaska has become aware of grass-roots efforts that target and serve welfare-to-work eligible clients.

The Alaska plan for use of WtW 15% funds follows these principles:

1. Funds may be used to address any gaps in efficient and equitable WtW services to WtW eligible clients
2. Funds may be used for innovative or demonstration projects that meet the requirements of the 15% fund
3. Collaborative grants which will leverage funds from other programs targeting WtW clients
4. Projects developed under the 15% are carried out in conjunction with other services provided to ATAP clients. A review and policy team composed of directors from AKDOL, DHSS, and the AHRIC, will help assure that services and programs funded from this source will enhance existing WtW efforts.

After Welfare-to-Work funds end in 2002, the TANF funds will be the primary funding source for Welfare-to-Work clients, including post-temporary assistance services for up to 6

State of Alaska Unified Plan

months. Non-custodials and others not on ATAP can be served under regular Workforce Investment programs if they are eligible.

F.1 g) TANF , indicate the name, address, and EIN number of the TANF administering agency and estimate for each quarter of the fiscal year by percentage the amount of TANF grant that it wishes to receive.

TANF

Administering Agency

The name, address, and EIN number of the TANF administering agency:

**State of Alaska
Department of Health and Social Service
Division of Public Assistance**

PO Box 110640
Juneau, AK 99811-0640
EIN Number: 1-926001185-A7

Funding

Section 403(a)(1)(A) provides that each eligible State shall be entitled to receive for each of the fiscal years 1996 through 2002, a grant in an amount equal to the State family assistance grant as defined in section 403(a)(1)(B).

I. Payments to Agency Administering the TANF Program

Payments for the TANF program will be made to the organization managing the AFDC/JOBS programs as of August 22, 1996. This organization is the Alaska Department of Health and Social Services, Division of Public Assistance.

II. State Payments for TANF Program

Section 405 requires that grants be paid to States in quarterly installments, based on State estimates. The State's estimate for each quarter of the fiscal year by percentage is:

For FY 2000 and Future Years

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
25%	25%	25%	25%

F.1 h) Vocational Rehabilitation:
i) describe how the State will utilize funds reserved for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities under the State plan, particularly individuals with the most significant disabilities.
(§101(a)(18)(B))

Vocational Rehabilitation:

Use of funds

The Alaska Division of Vocational Rehabilitation (DVR) uses funds reserved for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities under the State plan in a variety of ways. Reserved funds are used to cover the staff and operating cost of the State Independent Living Council and the State Rehabilitation Council.

Funds reserved for innovative approaches to expand and improve vocational rehabilitation services are being used to further the full implementation of the Informed Choice provisions of the Rehabilitation Act. The DVR has redesigned its orientation process, approach in developing the Individualized Plan for Employment, its methods of conducting vocational evaluations, and has expanded the availability of Assistive Technology and Home Modifications.

Through coordination with the Governor's Council on Disabilities and Special Education, State and Federal funds have been leveraged to offer the following innovations in service delivery:

1. Benefits counseling for individuals with significant disabilities who live in Southeast Alaska and on the Kenai Peninsula
2. Economic Development Initiatives in Juneau and Kodiak
3. Small Business Development Classes
4. A Think Tank was conducted to explore career opportunities for people with disabilities
5. Alaska Works Resource Specialist to educate One Stop providers to better serve people with disabilities
6. Alaska Works Business Development Specialist to garner commitments from business owners and Chief Executive Officers of corporations to hire people with disabilities

Funding has also been appropriated from the State's Capital budget to fund home modifications for individuals who receive services from the DVR.

F.1 h-ii) describe the quality, scope, and extent of supported employment services authorized under the Act to be provided to individuals who are eligible under the Act to receive the services. (§625(b)(3))

Supported Employment

Supported Employment services are provided in a comprehensive manner to individuals with significant disabilities. Supported Employment services are coordinated with the Division of Mental Health and Developmental Disabilities (DMHDD). A broad selection of services is offered through Community Rehabilitation Programs and private vendors who are selected based on the choice of the person receiving services. Long-term support services are provided through the DHMDD or Medicaid waivers.

h-iii) in the event that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities in the State who apply for services, indicate the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services and provide the justification for the order. (§101(a)(5)(A)-(B))

Selection of Eligible Individuals

Based on the current level of services provided, DVR does not anticipate the need to implement the Order of Selection policy previously approved by the Rehabilitation Services Administration..

G. Activities to be Funded

GENERAL PROGRAM DESCRIPTIONS

Perkins III

G.1.a) Perkins III:

i) describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. (§122(c)(1))

Vocational and Technical Education Activities

The Department of Education & Early Development (EED) will assist eligible postsecondary recipients to develop and/or conduct activities to support students' achievement in each of the core indicators of performance. Federal funds will support sequential programs leading to achievement of industry-based credentials and rigorous academic standards. Through a standards-based process of continuous improvement, funds will be targeted to program elements that can show improved student performance.

The EED will support local programs and activities that:

1. Set high standards and establish accountability for reaching those standards;
2. Provide adequate opportunities for students to reach the standards;
3. Strengthen programs to teach to high standards;
4. Provide teachers with the skills they need to provide standards-based instruction and assessment;
5. Provide students with the support they need to succeed;
6. Utilize current labor market information to support Alaska's career pathways;
7. Utilize state-of-the art technology;
8. Focus use of local Perkins funds on the improvement or expansion of programs to reflect the current workplace; and
9. Support training and placement in non-traditional occupations with an emphasis on high paying occupations.

G.1.a-ii) *describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. (§122(c)(1)(A))*

Postsecondary Vocational & Technical Education Programs

Alaska supports a standards-based approach to school improvement to ensure continuous improvement in student performance in the acquisition of academic, workplace, and occupational skills. The process involves identifying and adopting rigorous standards, strengthening programs to teach those standards, providing teachers the skills they need to teach to standards, and evaluating progress.

To support this approach within the postsecondary system, Perkins funds will be used for programs that:

1. Identify technical skill standards and/or competency lists from current industry skill standards;
2. Identify curricula for career clusters/career pathways that teach the rigorous academic and industry skills in identified standards;
3. Align postsecondary entrance skills with the standards so that students can build on their progress;
4. Support the development of sequences of courses leading to achievement or maintenance of credentials in adult and postsecondary programs;
5. Improve methods of student assessment to more accurately inform students of their progress and increase the involvement of industry in assessment of student performance and the number of industry credentials;
6. Support strong professional development on standards-based curriculum development, instruction and assessment, applied academics, and integration of academic and technical education;
7. Build capacity of pre-service providers to teach these skills; and

Support formative evaluation and action planning and ensure that it contributes to continuous improvement of vocational student achievement.

G.1.a-iii) describe how funds will be used to improve or develop new vocational and technical education courses and effectively link secondary and postsecondary education. (§122(c)(1)(D) and §122(c)(19))

Use of Funds to Develop or Improve New Programs & Linkages with Secondary Programs

EED vocational staff will coordinate with internal and external programs for technology and education to:

1. Provide information and resources on instructional technologies that promote efficient and effective instruction;
2. Use telecommunication technologies in the state's Professional Development Plan for developing distance learning approaches; and
3. Support training on new instructional technologies for academic, workplace and occupational skills.

Perkins grant funds are intended to support the improvement or expansion of local programs to reflect the current workplace. In Alaska, local practitioners at the secondary and postsecondary level are responsible to develop the performance standards and curricula for new vocational courses. EED staff will provide technical assistance and broker resources to assist local staff. State/local efforts will coordinate with the career pathways/majors/clusters developed by the Alaska Human Resource Investment Council (AHRIC) and Alaska's School to Work program. State leadership activities will involve secondary and postsecondary vocational educators in job-alike professional development activities designed to identify and implement nationally recognized occupational standards-based curriculum areas. Local recipients will be encouraged to utilize industry-based occupational skill standards for various vocational program areas that will offer students certified credentials or a clear opportunity to move to an articulated program at another site. Local curriculum development efforts assure that program course content aligns with the occupational skill standards. Guidance and technical assistance will be sought from the National Skill Standards Board in carrying out these efforts.

Alaska has taken steps to develop a comprehensive system of technical education in coordination with the AHRIC. A central concern has been the need for a system that connects secondary, adult and postsecondary programs and that maximizes the use of existing and future facilities. Currently, efforts are concentrated on developing better organizational and working relationships among secondary and postsecondary providers. On the state-level, interagency planning and coordination continue as high priorities.

G.1.a-iv) describe how the eligible agency will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to (1) ensure learning in the core academic, vocational and technical subjects; (2) provide students with strong experience in, and understanding of, all aspects of an industry; and (3) prepare students for opportunities in post-secondary education or entry into high skill and high wage jobs in current and emerging occupations. (§122(c)(1)(C) and (5)(A))

Improving Academic and Technical Skills

Perkins funds will be used on the State and local levels to ensure that students enrolled in post-secondary programs have the skills necessary to pursue postsecondary technical education and to enter high skill, high wage jobs. Programs will be developed to support students by ensuring they are equipped with:

1. a solid foundation of academic skills and the ability to apply those skills in advanced education, training and employment;
2. workplace skills, including work ethic, employability skills, and higher-order thinking skills; and
3. technical competencies, including computer proficiencies.

Integration of Academics with Vocational Education: The research on course-taking patterns and student performance makes a strong case for strengthening the academic skills of all students. The more academic and technical courses taken and the more rigorous they are, the more successful students are in furthering their education and in getting and advancing in employment. Therefore, all vocational education students are encouraged to take a challenging program of study while in college or other postsecondary vocational programs.

Understanding of and Experience in all Aspects of an Industry: In-depth knowledge resulting in occupational skill certificates or degrees is encouraged as students who are thoroughly knowledgeable and skilled in an industry will be in the best position to enter and advance in that industry.

Research on contextual learning indicates that knowledge and skills are more likely to be acquired, applied, and retained if the teaching and learning process integrates all relevant bodies of knowledge and skill development and offers a rich variety of learning environments. Curriculum and instructional development activities will promote integration activities and provide as many opportunities for contextual learning as possible. Work-based learning is ideally suited to this type of learning and training for work-site mentors and should emphasize integration methods and strengthen how classroom and work-based learning are linked.

G.1.a-v) describe how the eligible agency will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. (§122(c)(5)(B))

Academic Proficiency Challenges

Beginning in 2002, all Alaskan high school graduates will have passed a qualifying examination in reading, writing and math and earn a minimum of 21 credits in order to receive a high school diploma. As a result, postsecondary vocational programs will have an assurance that all Alaskan graduates will have mastered the academic tools necessary to begin their vocational training. At this time, however, postsecondary programs report students who are not able to meet these performance standards and require additional remedial assistance. All funded postsecondary programs will be required to review the exit standards of their programs and revise the curriculum if necessary to assure that the academic competencies of their students truly meet the expectations of related employers.

G.1.a-vi) describe how the eligible agency will actively involve parents, teachers, local businesses (including small- and medium-sized businesses), and labor organizations in the planning, development, implementation and evaluation of vocational and technical education programs

Active Involvement

EED will actively involve representatives of parents, teachers, local businesses (including small and medium-sized businesses), and labor organizations in state level activities for planning, development, implementation and evaluation of vocational and technical education programs. Local recipients of Perkins III funds will be required to consult with these groups in the course of planning, development implementation and evaluation of their local vocational education programs.

G.1.b) Tech-Prep, describe how funds will be used in accordance with the requirements of §204(c).

Tech-Prep

The State will support program improvement in Tech Prep programs through the following activities:

1. Prioritize funding for consortia that demonstrate specific, important actions that reflect commitment to Tech Prep as a viable model for workforce development;
2. Prioritize funding for consortia that address occupational areas appropriate to Alaska labor market needs;
3. Identify quality program standards to ensure that teachers, counselors and administrators stay current with the needs, expectations, and methods of business and all aspects of the industry;
4. Partner with local providers in activities designed to train vocational instructors to effectively implement Tech Prep education program curricula, provide joint training for teachers from all participants in the consortium, and focus on training in all aspects of the industry, the use of contextual and applied curricula and instruction, and the use and application of technology;
5. Require and support strategies to promote equal access and support to the full range of Tech Prep programs to individuals who are members of special populations. This includes the development of Tech Prep education program services appropriate to the needs of these individuals so they have an opportunity to enter and complete Tech Prep education that is equal to that afforded the general student population;
6. Identify networks of local providers to utilize educational technology and/or instructional staff to the fullest by sharing common facilities and curriculum alignment, so greater numbers of students can benefit from state of the art technology;

7. Model and support use of distance learning directly and in cooperation with other state partners in order to cost-effectively offer training to more people and meet demographic challenges;
8. Implement a comprehensive accountability system that provides data on program completers (programs completed, employment, special populations, proficiency levels).

G.1.c) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

i) describe how Wagner-Peyser Act funds will provide a statewide capacity for a three-tiered labor exchange service strategy that includes: (1) self-service; (2) facilitated self-help service; and (3) staff-assisted service

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

Funds for Statewide Capacity

W-P and Veterans Programs (LVER & DVOP) are the only funds available to operate the public employment service offices and system in Alaska. Small subsidies from UI and WtW grants enable some offices to extend their hours and offer a greater range of services. Without Wagner-Peyser funds, however, some offices where there is little or no labor exchange activity would cease to exist.

The agency must depend on workload efficiencies, distance-spanning technologies and self-service. Forward planning commits ESD to develop information and services that allows an end-user easy access from either a Job Center resource room, other government or non-profit facilities, or from the convenience of their own homes. Core employment services will be designed for self-service, and the agency will be available to those for whom self-service access is insufficient to meet their assessed needs.

Intensive services will be available to targeted groups when sufficient staff resources are available. Maximum services to veterans following the priority to veterans described in Title 38, U.S. Code Chapters 41, 42 and 43 and other federal guidelines will be followed, as outlined in Appendix 1 of this Plan. Other targeted groups include UI clients, dislocated workers, job seekers with disabilities, and WtW program clients. Intensive services beyond the targeted groups for whom there is an identified funding source will be determined by resource capacity.

W-P staff will participate in the assessment and referral of individuals who might need or desire job training. Such persons may be referred to job training staff, State Training and Employment Program (STEP) workers, or other appropriate training brokers.

Three-Tiered Service Delivery

The Alaska Employment Security Division (ESD) service strategy now focuses on a pyramid format that expands our service delivery and increases customer choice for access (see page 81).

The resources available to Alaska through the annual Wagner-Peyser grant from the United States Department of Labor are distributed through a fair and equitable process that recognizes the programmatic and political responsibilities to provide services to rural and small communities. ESD strives to ensure that its presence and activities are commensurate with the level of employment activity in a particular labor market.

One of the most significant ways ESD has leveraged its resources is through strategic partnerships with like-minded agencies and local entities. To this end, ESD is an active partner in the Alaska Job Center Network (AJCN), Alaska's One-Stop initiative. Through collocations, connections, and extensive cooperation many of the state's employment and training oriented agencies have pooled their resources to reduce duplication, strengthen program outcomes, and increase customer convenience and satisfaction. The Employment Service is working with its partners to create a broad alliance with room for a variety of rural and urban configurations of the AJCN service delivery principles.

Not all services will be available in all ESD/Job Center offices. Staff capacity will often determine the particular set of services offered in the small communities of rural Alaska. However, distance spanning technology and AJCN affiliation greatly increases the ease with which the public can access services or be referred to services available elsewhere.

Service to Rural Alaska

Nine of the offices or satellites in which ESD is a partner are in labor markets with populations under 10,000 and account for eleven percent of the total population served by ESD statewide. Ever-expanding use of Internet technology allows clients in rural areas to explore employment opportunities, receive interviewing assistance, prepare a resume and check labor market information as easily as those in urban areas.

Newer models of rural service delivery are being developed in rural hubs such as Bethel and Nome. The hubs serve smaller, widely dispersed villages that are connected by air, water, or land routes. Services are designed regionally, and responsibility for those services are shared among agencies.

ESD/ Job Center resource rooms serve as "information centers," particularly in rural towns. The resource rooms are the place to go for those pursuing business opportunities, for those who need immediate assistance during Alaska's many seasonal employment cycles, and for employers and workers in search of local labor market information. A variety of self-accessed technology is available such as PC terminals with Internet connections, allowing job seekers to scan multiple data bases of job listings.

Technology is important to building an economic support system in rural Alaska. Communicating on the Internet allows those in villages where there is no ESD presence to keep in contact with employers, Job Centers and the services available. Employers may now use the Internet or a toll-free telephone number to place a job order from anywhere in the state. Any Internet-connected computer can be used to access the job postings on either the Alaska Job Bank or America's Job Bank (AJB). AJB information will soon be available nationally through voice synthesizing on any touch-tone phone.

Both employers and job seekers are able to use these connections to deal directly with a local office. As other distance spanning technologies become more available and affordable they will be considered for inclusion in the AES rural "tool kit." Video conferencing is another feature that can be used to extend veterans services, vocational counseling and other Tier II and III services to workers in remote areas.

ESD is always looking for innovative methods of increasing rural access, and during the spring of 2000 the division took advantage of a one-time opportunity to provide grant funding to remote villages to purchase computers. ESD worked with the Alaska Native Coalition on Employment and Training (ANCET) to provide these villages with computer connections to the Internet. The grant created mini-resource rooms through which rural clients can obtain employment and training information and services.

The partnership with the Department of Health and Social Services to address the employment and training side of welfare reform is another way ESD is reaching out to rural and small town Alaska. ESD services are now provided in Kotzebue through a reimbursable agreement with the Division of Public Assistance (DPA). Another agreement between the DPA and ESD is in place in Valdez to provide job search assistance and application processing to welfare clients in the Employment Service office.

Although not a Wagner-Peyser funded program, the State Training and Employment Program (STEP) funds specific state training initiatives that provide necessary skills for workers to gain employment, especially those severely affected by fluctuations in the state's labor market. Priority for service is given to individuals currently receiving UI benefits, women, minorities and those living in rural Alaska. STEP program flexibility has allowed for training to be tailored to Alaska employers and to fulfill Alaska employee needs.

G.1.c-ii) describe how your State will ensure that veterans receive priority in the One-Stop system for labor exchange services by Wagner-Peyser and DVOP/LVER staff members.

Veteran Priority

Veteran priority will be observed in multiple ways. First and foremost is priority for disabled veterans and veterans of the Vietnam-era. Our order of priority follows.

1. Special disabled veterans;
2. Vietnam-Era Veterans;
3. Disabled veterans other than special disabled veterans;
4. all other veterans and eligible persons; and
5. Non-veterans.

Alaska screens and targets veterans in need of intensive services who are experiencing the greatest incidence of unemployment or who are otherwise in need of case management services. These target groups are:

1. Minority veterans;
2. disabled veterans;
3. female veterans;
4. recently separated military;
5. economically disadvantaged veterans; and
6. homeless veterans.

Our priority services include ALL core labor exchange services and specifically, when making referrals to job openings and training opportunities. Additionally our DVOP/LVER staff provides additional services as follows.

1. Outreach activity at Alaska VA Veteran Centers and to rural communities;
2. Case Management reemployment services under the Worker Profiling and Reemployment (WPRS) program, Veterans Administration Vocational Rehabilitation and Employment (VA VR&E) program and all veteran clients in need of case management services;
3. Transition Assistance Program presentations at Alaska Military Bases; and
4. Veteran orientation for the public resource rooms and Internet job search activity.

In accordance with section 322 of the WIA, the Secretary's Agreement with Alaska, governing veteran services to Alaska, is attached as Appendix # 1 of this Plan.

G.1.c-iii) describe the types of employment and training activities that will be carried out with the adult and dislocated worker funds received by the State through the allotments under Section 132. How will the State maximize customer choice in the selection of training activities? (§112(b)(17)(A)(i))

Employment and Training Activities

Core and intensive services will be made available to adults and dislocated workers through the AJCN One-Stop system, transition centers, other entities, and entities ‘electronically’ connected to the One-Stop system.

Core services will consist of:

1. eligibility determination,
2. intake and orientation,
3. assessment,
4. job search,
5. job placement,
6. and provision of information:
7. labor market information,
8. provider performance information,
9. unemployment assistance information,
10. information concerning other resources and programs such as Pell grants and Welfare to Work programs,
11. and program information including information concerning supportive services and grievance procedures.

Intensive services will be provided either through the One-Stop system or through contracted service providers. Intensive services will consist of:

1. case management,
2. counseling,
3. in depth assessment,
4. development of an individual employment plan, and
5. short term prevocational skill development

Training services from eligible service providers will consist of:

1. occupational skills training,
2. entrepreneurial training,
3. on-the-job training,
4. job readiness training,
5. basic educational training

Employer or industry specific customized training will occur when suitable, as will skill upgrading and retraining for incumbent workers. Individual training accounts provided through Job Centers will be utilized. Contracts with service providers may also be used.

Each participant will receive an assessment and appropriate vocational counseling to ensure they have sufficient labor market, employer and trainer expectations to make an optimal choice about his or her vocational opportunities. Training will only be provided when labor market or employer information indicates that the training will lead directly to employment or to job progression.

To maximize choice when training is warranted, the participant is empowered to select the training and service provider of their choice based on the labor, employer, and training information received and the Individual Training Account system which provides the participant a State listing of eligible training services

G.1.c-iv) define the sixth youth eligibility criterion at §101(13)(C)(vi), if this responsibility was not delegated to local Boards. (§112(b)(18)(A))

Youth Eligibility Criterion

The State has delegated this responsibility to the Local WIBs, and they will set the definition for ‘needs additional assistance to complete an educational program or to secure and hold employment.’ Possible eligibility criteria include:

An individual who:

1. (a) Is currently attending an educational program AND
(b) Has previously dropped out of educational program OR has poor attendance patterns in educational program during the last 12 calendar months AND
(c) Has below average grades
OR
2. (a) Is not attending an educational program AND
(b) Has no vocational/employment goal AND
(c) Has a poor work history (to include no work history), or has been fired from a job in the last six calendar months
OR
3. (a) Has completed full high school attendance AND failed comprehensive high school graduation tests AND
(b) Was denied an Alaska high school diploma
(c) Requests and requires intensive tutoring and/or remedial education to prepare for and retake the comprehensive examinations OR the General Education Development (GED) Diploma examination

In 1997, the Alaska Legislature passed legislation that requires all Alaska high school students to pass an examination in reading, writing, and mathematics before they can receive a high school diploma. Students must pass the ‘Alaska High School Graduation Qualifying Examination’, in addition to completing all course requirements, to earn a high school diploma. Students who do not pass the examination will receive a certificate of attendance.

The Class of 2002 will be comprised of the first students who need to comply under this law. They will need to demonstrate skills describe in the Alaska Performance Standards.

Passing this examination will:

1. show the student has mastered core knowledge and skills in reading, writing, and mathematics
2. show the student is prepared to enter a college, university, or technical school
3. assure that employers will know the student has learned the basic skills

G.1.c-v) describe the assistance available to employers and dislocated workers, particularly how your State determines what assistance is required based on the type of lay-off, and the early intervention strategies to ensure that dislocated workers who need intensive or training services (including those individuals with multiple barriers to employment and training) are identified as early as possible. Additionally, identify the State dislocated worker unit which will be responsible for carrying out the rapid response activities. (§112(b)(17A)(ii))

Assistance Available

The Dislocated Worker Unit within the Department of Labor and Workforce Development initially responds to layoffs and closures affecting 35 or more workers in the Balance of State LWIB and 50 or more workers in the Anchorage/MatSu LWIB, and industry declines affecting regions of the State. Partner staffs from the one stop system, including Wagner-Peyser staff, local WIB staff, unemployment insurance, economic development, rural development and other support agencies are included in a response, as each situation requires. All services are provided with the cooperation of labor representation when it is present. Services are provided in a fashion appropriate to the culture of the workers and the industry.

Employers are encouraged to provide early notice of layoffs and closures. Because of Alaska's vast geographic configuration and costly transportation issues on-site visits are made when logistically feasible. At a minimum, employers are contacted by phone or fax. Assistance to employers may include discussions regarding strategies for providing notice and encouraging workers to either remain or seek other employment, depending upon the employer need. Worker adjustment committees are encouraged and formed when the employer or workers express an interest. Worker Adjustment and Retraining Notification (WARN) information is provided when the employer is likely to be covered. When Trade Adjustment Assistance (TAA) and NAFTA (North American Free Trade Act) TAA are possible sources of assistance, workers and employers are provided information and referral to program staff. Employers are referred to the USDOL Rapid Response web site. Information and referral to economic development agencies is provided if appropriate. When a business appears to be viable and there is interest among the workers, the State will provide information on employee buyouts and may finance a pre-feasibility study. The state works with other funding sources to leverage resources for incumbent worker training programs.

Assistance to dislocated workers is provided in consultation with the affected workers, either through worker adjustment committees, surveys or interviews. Core services are provided in consultation and cooperation with the LWIA. Core services may be provided to dislocated workers at more than one location. One-stop centers, employment service offices and transition centers are each an effective means for meeting worker needs, depending upon the individual circumstances of a dislocation. All partner staff is involved in the creation and operation of career transition centers. A peer support model is utilized when appropriate. Dislocated workers with multiple barriers to employment, as well as those who need intensive and training services are registered, provided case management, assessed, referred and served as appropriate at any location. All staff may also identify unemployed workers with potential TAA or NAFTA-TAA eligibility and provide services or refer to services as appropriate.

Additional assistance is available through the Employment Security Division (ESD), also under the Department of Labor and Workforce Development. It operates the Re-employment Services component of the Worker Profiling and Re-employment Services (WPRS) program. Early identification and contact with dislocated and other unemployed workers provides an opportunity to acquaint them with many employment resources. The resources and activities are designed to help those requiring or seeking employment assistance, and include: individual and group orientations, vocational counseling, and individual case management.

Alaska's specific early intervention strategies include contacting employers at the earliest opportunity or within 48 hours of layoff notices, involving community leaders, advising employers of WARN information, assistance to business in completing TAA petitions, providing information on employer buyout opportunities, funding of pre-feasibility studies and incumbent worker training. Our primary partners in rapid response include our One-Stop partners, labor organizations, Unemployment Insurance, Wagner-Peyser, TAA/NAFTA and local workforce investment boards. Other partners include community leaders, economic development organizations, local non-profit service organizations and local Native non-profit organizations.

In addition to core services, intensive services are provided in coordination with the LWIA.

Due to Alaska's vast geographic features and limited transportation resources, immediate on-site visits are impractical in terms of cost and expedience. Alaska will make contact with employers within 48 hours of layoff notice either by telephone or fax.

G.1.c-vi) describe your State's strategy for providing comprehensive services to eligible youth, including any coordination with foster care, education, welfare and other relevant resources. (§112(b)(18))

Comprehensive Services

Rather than a short term intervention, the WIA now provides the mechanism to afford youth the resources in their region, community, or neighborhood to access individualized services

that meet their needs over a longer period of time. While the level of service throughout the State is dependent upon funding, Alaska has the ability to expand on the current system and make all ten of the required program elements available in each of the Local WIBs. These ten elements include:

1. Tutoring, study skills training and instruction leading to high school completion, including dropout strategies
2. Alternative secondary school services
3. Summer employment opportunities directly linked to academic and occupational learning
4. Paid and unpaid work experiences, including internships and job shadowing
5. Occupational skill training
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring for the period of participation
9. Follow up services for not less than 12 months after the completion of the participant
10. Comprehensive guidance and counseling

A menu of available services can then be customized to meet the participant's needs and be delivered through the One Stop system.

The One Stop effort was the first step in providing a mechanism for collaboration among agencies. A variety of coordinated efforts are underway to address at-risk youth and literacy programs, including services to Alaska Temporary Assistance Program (ATAP) and Welfare to Work (WtW) participants who include at-risk youth. Agencies offering specialized programs for homeless and troubled youth, school to work efforts, adult learning, vocational rehabilitation, pregnant and parenting youth include correctional facilities, and alternative schools. These programs already collaborate and coordinate with the AWIO program by sharing information and integrating services as appropriate and will continue to do so with youth activities under the WIA to ensure that services are provided to this target group. There will be an emphasis on collaboration and building partnerships and clearing obstacles among the different agencies.

Our State has a good core of well developed vendors and youth agency partners with vast expertise, capacity and established track records in all of these 10 elements that can be further developed and networked together with the help of staff, communities and especially the Youth Councils under the WIA. These 10 elements form the core of year-around youth programs provided through various vendors and agency partners on the basis of assessment and subsequent individual service strategy plans.

The Youth Councils will help set the direction and theme for accomplishing a variety of more progressive goals consistent with the WIA such as:

- increased visibility of youth programs, stronger linkages in the business community,
- a better focus on youth development activities such as leadership and mentoring opportunities including organizational and teamwork skills,

- an increased emphasis on academic learning as it connects to the workplace,
- a stronger focus on out-of-school youth,
- long term services that provide a continuum of educational, development, skill building options leading to successful transition to the workforce, and
- post-employment interventions to assist youth to stay attached to, and advance within, the labor market.

In addition, we will utilize our prior competency skill attainment option for younger youth for occupational, work readiness and basic skills attainment areas with the intent of revising and updating these competency skill attainments under the Youth Council once that group is fully formed and functional.

Vendors contracted through the RFP process will administer many of these program elements under the direction and assistance of staff, the Youth Councils and the LWIBs. Fortunately, many of these vendors have already established good performance in addressing many of the goals sought under these program elements. These vendors include school districts and various youth non-profit organizations that specialize in providing services to challenged youth, and can continue working with them throughout the year as needed to achieve success within these elements. There is a strong emphasis on academic skills enhancement and pre and post testing outcomes measure this. One goal is for students to achieve at least a one-grade increase in math, reading and English proficiency.

In addition, our State recognizes the importance of developing even better linkages within each community so more resources can be effectively utilized to deliver these services to our youth on a year-round basis. For example, both staff and the Youth Councils will actively work with some of our prior 'stand-alone' summer youth vendors so the new summer related program element can be directly linked to academic and occupational learning. In many cases in the smaller communities in Alaska, school districts will be linked to smaller non-profit summer youth vendors to facilitate this process. This will allow for more of a focus on tutoring, study skills training and instruction leading to high school completion, including dropout strategies. This new emphasis will also focus on alternative high school services for those youth not currently enrolled in high school. In fact, this process should better address the goals and successful outcomes associated with all 10 program elements especially with smaller programs that can really benefit from better linkages with various school districts across the State. Likewise, the school districts have a distinct advantage linking with these kinds of vendors to allow for extended youth services that they currently do not have.

Alaska recognizes the need to actively address the alcohol and drug problem among our youth and find a solution to the problem. One of the means to do this is through counseling. To ensure access to and information about alcohol and drug abuse, counseling will be provided to youth as part of a comprehensive guidance and counseling plan. The State plans to stipulate in RFPs for youth services that counseling is a resource available to youth from the vendor/service provider, if such counseling is identified as a need in the assessment process.

G.1.c-vii) describe the strategies to assist youth who have special needs or significant barriers to employment, including those who are deficient in basic literacy skills, school drop-outs, offenders, pregnant, parenting, homeless, foster children, runaways or have disabilities. (§112(b)(18))viii) describe how coordination with Job Corps, youth opportunity grants, and other youth programs will occur. (§112(b)(18))

Strategies to Assist Youth with Special Needs

All eligible youth will receive the services their assessment indicates are appropriate. Youth who experience a disability will receive services appropriate to their assessment. As appropriate, the Local Workforce Investment Area employment coordinators will work with other funding sources including Vocational Rehabilitation to provide services. Services that are determined necessary under a youth's vocational plan and outside the scope of services available under the WIA will be referred for additional services from an appropriate agency such as Vocational Rehabilitation. Whenever possible Local Workforce Investment Area staff will provide appropriate vocational services jointly with the Vocational Rehabilitation agency or other agency capable of providing vocational services.

As Alaska moves toward a more comprehensive One-Stop delivery system which includes services for youth, the commitment and involvement among youth partners is growing, particularly in the School-to-Work program and the Alaska Job Corps. Cook Inlet Tribal Council, which recently received a Youth Opportunity Grant, will also be an important contributor and partner in the provision of youth services, particularly for Native youth in rural areas. Given the limited youth funding and expanded youth services mandated by the WIA as well as the difficulty in service provision to rural youth, coordination between the One-Stops and the Youth Opportunity Grant grantee becomes vital. The JTPA Summer Youth Employment and Training Program (SYETP) provides the work component as a complement to the School-to-Work programs provided to younger youth by school districts, and there is certainly an opportunity under the WIA for an expanded role in that coordination. In order for a true seamless net of services that begin with School-to-Work and job training opportunities for younger youth and then transition to jobs or further training, it will be vital that all these players are at the table.

Alaska has a number of programs to assist youth with special needs or significant barriers to employment. The Alaska Job Corps Center (AJCC) and the Alaska Military Youth Academy are some of the unique alternative schools in Alaska that assist youth 16 years of age and older and offer them training. Both are federally funded and accredited.

The School to Work program in schools assist youth 14-16 years of age. This younger age group is also a target of the Alaska Business Education Compact (ABEC) which is patterned after the national CHOICES Education Group program. The program requires the involvement and commitment of employers and educators. It is an interactive classroom seminar that gives middle and high school students a chance to see into the future and recognize the importance of the personal and academic decisions they make today. Through creative, highly participatory exercises led by volunteer presenters from the business community, students learn how to take control of their lives by making wise decisions. Expanding services to this age group is a goal for the State under the WIA.

The AJCC located in Palmer is a special purpose school where the goal is to assist youth in getting a job with a future. It serves about 250 students each year between the age of 16 and 24. It offers year around education and vocational training in a residential setting. Most of the students are from rural Alaska, and the majority are Alaska Native. The AJCC has worked closely with the State Board and with other agencies such as the Alaska Native Coalition on Employment and Training (ANCET), the Alaska Vocational Technical Center (AVTEC), the University of Alaska, the two Alaska Local WIBs, local Job Centers, the Alaska Workforce Investment Office (AWIO), and the Division of Public Assistance to ensure that appropriate services are provided.

The Alaska Military Youth Academy serves at-risk youth, 16 to 18 years of age and out of school without having completed a secondary education. The ChalleNGe Program classes are offered in a military-style residential setting and provide a basic secondary education, GED preparation and testing, healthy life-skills training and a strong community service component. It includes an intense, disciplined, structured, military-style residential phase 22 weeks in duration, followed by a 12-month post-residential 'after-care' phase.

The Alaska Foster Parent Training Center provides a self-help training curriculum for foster youth and foster parents. It addresses what challenges these youth may face in their daily life and what opportunities and resources they can take advantage of to improve their life skills and build good work skills as they prepare to enter the workforce.

Additional coordinated efforts that assist at-risk youth include:

1. McLaughlin Youth Center (in Anchorage) provides educational and job training programs for incarcerated youth. This facility provides a youth competency program for at-risk youth. McLaughlin Center provides year around and summer youth programs.
2. The Whaley Center (in Anchorage) is an alternative school for youth with severe emotional, physical and/or learning disabilities.
3. The Alaska Children's Service is a program for homeless and troubled youth.
4. The Lower Kuskokwim School District is currently participating in a school-wide project as allowed under the Job Training Reform Amendments of 1992. This project combines youth competencies and school-to-work activities into the current curriculum. Other school-wide projects in the Balance of State Local workforce Investment Area include the Southeast Regional Resource Center's various programs for at-risk youth in year around and summer programs, and the Sitka Teen Center's special at-risk programs.
5. The Options Program at Howard Luke High School provides alternative education and opportunities for pregnant and parenting teens including ATAP participants.
6. The Diamonds in the Rough Program, through the Municipality of Anchorage/Mat-Su Consortium Local Workforce Investment Area targets at-risk youth and takes them through a six month or longer work preparation, internship and on-the-job training program

The State will continue to place a strong emphasis on integrating work experience and occupational learning with academic learning. Work maturity and pre-employment skill

training are a priority. Where possible, basic skills training will be integrated with work experience, although time may also be set aside to work on basic skills in a classroom or other setting. Partner agencies in this effort include Adult Basic Education (ABE) Centers, distance delivery/"Cyber" schools, summer programs, tutoring and mentoring, remedial programs and correspondence classes. Where local resources permit, an effort is made to match participants with jobs that relate to their vocational interests and preferences.

Out-of-school youth services will include services such as basic skills remediation and attainment of a high school diploma or GED. This target group may fulfill this obligation in one of several ways: enrollment in a high school equivalency program, re-enrollment in high school, enrollment in an alternative high school, enrollment in an alternative course of study, including correspondence or the University system. Upon attainment of employment competencies specific occupational training with the goal of long-term employment may be provided.

Support services including: child care, transportation, living expenses, minor or emergency health services, counseling, tools, work clothes, safety equipment, etc. will continue to be provided if they are necessary to allow a participant to receive training or to take a job.

The WIA provides a mechanism for coordination and collaboration by leveraging the resources of our partner agencies. The entire State Board and Local Workforce Investment Board (LWIB) structure provides a good framework for interagency and business community relationships and collaboration. The Youth Council will provide additional structure, recommendations, coordination and oversight for youth service activities. Council membership includes a representative of the Job Corps, and will provide a vital link between agencies and organizations that have experience in youth activities. The Local WIBs will tap these resources when making provisions for youth. Local advisory agencies will be included in the coordination and collaborative effort. Agencies involved in youth-related issues that are part of the Governor's JOBS Cabinet help identify challenges our youth face. JOBS Cabinet representatives collaborate and coordinate agency functions to ensure services are streamlined and more relevant and efficient for our youth population.

The service providers under the WIA work closely with the existing training and education programs in the State to prepare Alaska's youth for further career opportunities. Local programs such as Alaska Job Corps Center provide an excellent opportunity to leverage resources. The State Board is providing guidance in the development of the Alaska Works plan. This plan provides an opportunity for reducing bureaucratic barriers as well as coordinating the resources of many of the mandatory partners.

In a small population state like Alaska key partners can play multiple roles. The cross representation of partners serving on youth advisory councils, Local Workforce Investment Boards (LWIBs) and the State Board will further ensure a high level of collaboration and coordination and reinforce program working knowledge. The State Board is encouraging LWIBs to seek assistance from such individuals on their local boards and advisory councils and planning groups. Local WIB members often engage in youth activities available within the community and/or region where they live. They share their experience with other members to broaden everyone's knowledge of activities. The Balance of State Local WIB plans on delegating a member to each region so that more frequent and responsive

communication occurs between regional staff and local board members working to strengthen youth activities.

***G.1.d) Adult Education and Family Literacy, describe the Adult Education and Family Literacy activities the State will provide within the following categories:
 (§224(b)(2), §231(b))***

Adult Education and Literacy services, including workplace literacy services

Family literacy services

English literacy programs

Adult Education and Family Literacy

One program in each of the 13 statewide regions will be awarded a grant to provide all levels of Adult Basic Education (ABE), General Educational Development (GED) instruction and testing, English Literacy, and workplace literacy. These programs will serve those with the most need in their regions. The 13 Regional Adult Basic Education programs have more than 100 satellite locations and over 560 volunteers and paid staff. All program components include student evaluations and an open entry/exit policy.

Eligible agencies may also apply for Volunteer Literacy Program grants to provide basic literacy to students who are tutored by trained literacy volunteers.

All Regional programs will offer instruction in basic skills and adult secondary education. Basic skills include instruction in reading, writing, and mathematics with a grade level equivalency of 8th grade and below. Adult secondary education includes instruction in preparing to take the GED test and general high school equivalency instruction. Many programs integrate life skills and workplace skills into their instructional offerings.

Family Literacy Services

As a condition of FY 2000 grant awards, all grantees were informed of the follow special rule regarding the use of funds for Family Literacy programs.

Each eligible agency awarding a grant or contract under Section 23 [of AEFLA] shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), except if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231)(d).

This special rule means that the State agency will not use any funding provided under Title II of WIA for services to individuals who are not adults eligible for adult education programs, except children in family literacy programs. Local family literacy providers

must look for partners who can offer support services for family literacy programs before spending Title II funds for these services.

Alaska provides Family Literacy Programs, as defined by WIA, through the Department of Education and Early Development Even Start funding. Competitive grants were won by five grantees for the school year 1999-2000. Three agencies which have Adult Education grants also have Even Start grants: the Anchorage Volunteer Literacy Program, Kenai Peninsula College in Homer, and the Southeast Regional Resource Center in Juneau. Other programs are in Wasilla and through the Central Council Tlingit and Haida Indian Tribes of Alaska in Juneau. These programs work closely with the Adult Education programs in their regions.

There is minimal funding from state and Federal grants to fund Adult Education in Alaska. Regional ABE grantees for FY 2000-03 applied for funds to provide the core services stipulated by the Request for Proposal. Primarily due to the expense, grantees did not set goals to develop Family Literacy programs. ABE Regional programs may however, at their discretion, have a goal of opening a Family Literacy program during the next four years.

English Literacy

The new WIA refers to ESL as English Literacy. Therefore the term English Literacy is used through out the Unified Plan. All Alaska Regional programs are providing instruction in English Literacy (formerly English as a Second Language or ESL) English Literacy has long been an integral part of Alaska's basic education instruction. Emphasis is placed on conversational English, which is taught within the context of basic skills, life skills, and workplace literacy. Students also prepare for the GED test, which is generally taken in English though some testers take the Spanish version of the test. A significant portion of Alaska Native families consider English to be their second language.

ABE Goals	
Basic Skills	1. ABE instruction in communication, computation, and workplace basic skills for ABE Beginning Literacy, Beginning ABE, and Intermediate ABE students
Adult Secondary Education (ASE)	2. Maintenance of an on-going plan of study for Intermediate ABE, and Adult Secondary Education students; 3. Provision for instruction in GED testing preparation; and 4. Provision for GED pre-testing and GED testing.
English Literacy	5. Provision for opportunities for Pre-Beginning English Literacy, Beginning English Literacy, Intermediate English Literacy, and Advanced English Literacy adult learners to learn and practice standard, practical English including workplace vocabulary and pronunciation; 6. Provision for life management and workplace basic skills training; 7. Provision for information regarding community resources, aid and guidance within the local area; and 8. Preparation for citizenship testing as part of a comprehensive program of English literacy instruction.

Life Management and Employment Readiness	<p>9. Provision for Life and Employability skills instruction as an integral part of all other instruction;</p> <p>10. Development of career, employment, and life management resources;</p> <p>11. Development of worksite/ABE programs; and</p> <p>12. Provision for basic computer skills instruction as an integral part of basic literacy instruction. ({Prohibitions of providing computer skills instruction include: a) training workers of an employer if no other instruction is needed; and b) supporting computer instruction for job training at One Stop Job Centers.})</p>
Students with Learning Disabilities and Physical Disabilities	<p>13. Recruiting from relevant community agencies;</p> <p>14. Provision for multi-sensory instruction;</p> <p>15. Provision for appropriate accessibility to program activities;</p> <p>16. Support for adult learners to request accommodations for GED testing if test taker has an identifiable disability.</p>

G.1.e) Food Stamp Employment & Training:

- *describe the components of the State's E&T program.*

Food Stamp Employment & Training

Program Components

1. Name of Component: Independent Work Search

Description of Component: Independent Work Search requires assigned participants to make a specified number of contacts (generally 20) with prospective employers over a period of 60 days or less.

Type of Component: Non-work component.

Geographic Areas Covered and Variations among Local Areas: DPA offers work search activities to Employment and Training participants living in the following geographic areas: Anchorage, Fairbanks/North Pole, Wasilla/Palmer (Mat-Su), Fairbanks, Kenai/Soldotna, and Juneau.

Anticipated Mandatory Participants in FY 1999: 550

Anticipated Volunteer Participants in FY 1999: 50

Number of Job Contacts that are Required and Time Period for Component Completion:

Work Search participants complete a minimum of 20 employer contacts and/or 24 hours of assigned work search activity within 60 calendar days. Participants may complete more than the minimum requirement. Employment and Training case managers reduce the number of job contacts required in relation to the number of hours of employment or the number of hours of attendance at employment enhancement workshops or other qualifying activities. The expected effort for each Job Search participant is 24 hours of completed activity, preferably within 30 days.

Targeted Population: Participants (applicants not included) determined job-ready at the point of their initial employability assessment.

Organizational Responsibilities: DPA and AKAKDOL employees assigned to a local Work Services office provide case management and job referral services to Work Search participants.

Method for Monitoring Job Contacts: Job Search participants complete an Employer Contact Record to document the required number of employer contacts. They sign the form to self-verify the validity of the employer contacts reported, and return the Employer Contact Record within the prescribed time period. Case managers either verify some employer contacts on a random basis through phone contact with the employer, or verify more employer contacts if the report validity is in doubt.

Per Participant Cost of Participant Reimbursement: Transportation and allowable miscellaneous costs other than dependent care are expected to be paid to 440 participants at \$25.00 per participant. Any transportation or miscellaneous costs above \$25.00 will be met by state general funds. Dependent care costs will not be paid to Employment and Training participants and are not budgeted in the FY 1999 E&T Plan.

Cost of the Component per Placement: \$476.50 per placement in FY 1999*
(* based on budgeted component cost)

Total Cost of the Component: \$285,900 excluding reimbursement for FY1999.
\$296,900 including reimbursement.

2. **Name of Component:** Work Search Training/Structured Work Search

Description of Component: Work Search Training, referred to as Group or Structured Work Search, increases job readiness of Employment and Training participants by providing varied individual and group instruction on job seeking techniques. Job readiness assessment helps target additional services which may help individuals find and keep employment.

After an initial interview and assessment, the case manager assigns targeted participants to the Work Search Training component. A participation plan is then developed detailing the required activities. The case manager explains to participants their rights and responsibilities, expected performance, and the consequences for failure to comply without good cause. Upon signing the participation plan, mandatory Employment and Training participants must complete the activities.

This component helps the participant develop the skills and attitude needed to locate, obtain, and retain employment. Activities in this component can include aptitude and skill level testing. Employment and Training staff provide instruction on job application completion, skill identification, proper grooming, appropriate dress, successful interview techniques, hidden job market, resume writing, and job retention habits. All participants make employer contacts to complete this activity. Case managers also refer participants for available employment.

Type of Component: Non-work component.

Geographic Areas Covered and Variations among Local Areas: Job Centers offer structured work search activities to Employment and Training participants living in all the Employment and Training service areas: Anchorage, Fairbanks/North Pole, Wasilla/Palmer (Mat-Su), Fairbanks, Kenai/Soldotna, and Juneau.

Group Work Search training follows a structured format, with some differences occurring among local Work Services offices serving the above areas. All workshops involve group activities whereby participants identify their existing skills, set an employment goal, and develop an effective method of presenting themselves to employers during their

subsequent job search. Local variations are common because of the growing variety of work services available.

Anticipated Mandatory Participants in FY 1999: 100

Anticipated Volunteer Participants in FY 1999: 15

Targeted Population: Using criteria listed below, Employment and Training case managers identify participants able to benefit from the Structured/Group Work Search component. Identification takes place at the point of initial assessment. Target criteria include individuals: who have received food stamps for more than one year; who previously participated in an independent work search component without locating employment; identified as lacking interviewing skills and/or self-esteem; with a history of not retaining employment; and individuals with no recent work history.

Level of Participant Effort and Duration: Group Job Search participants must complete 24 hours of activity, including the initial assessment interview and follow-up interviews with Employment and Training staff, within 30 calendar days. Actual time spent in the group workshops varies between half a day and three full days. Participants also spend their time making contact with employers.

Organizational Responsibilities: Employment and Training staff from the Department of Labor assigned to a local Work Services offices perform case management and job referral services for Structured/Group Work Search participants.

Per Participant Cost of Participant Reimbursement: Transportation and allowable miscellaneous costs other than dependent care are expected to be paid to 100 Structured/Group Work Search participants at \$25.00 per participant. Any transportation or miscellaneous costs above \$25 will be met by state general funds. Dependent care costs will not be paid to Employment and Training participants and are not budgeted in the FY 1999 E&T Plan

Cost of the Component per Placement: \$557.00 per placement in FY 1999*
(* based on budgeted component cost)

Total Cost of the Component: \$61,556 excluding reimbursement for FY 1999. \$64,056 including reimbursement.

3. **Name of Component:** Adult Education

Description of Component: The Adult Education component improves basic skills or otherwise improves the employability prospects of participants. Participants are assigned to classes that suit their immediate educational need, which must be strengthened to improve the likelihood of employment.

Participants are assigned to adult basic education, or General Educational Development (GED) test preparation classes, literacy improvement and English Literacy.

Type of Component: Non-work component.

Type of Education Activities: The Adult Education component of the Employment and Training Plan includes:

General Educational Development test preparation. Literacy Improvement instruction.

English Literacy.

Geographic Areas Covered and Local Variations: Without local variation, DPA offers adult education activities to Employment and Training participants living in the following geographic areas: Anchorage, Fairbanks/North Pole, Wasilla/Palmer (Mat-Su), Kenai/Soldotna, and Juneau.

Anticipated number of ABAWD Participants: No unique adult education services are offered to ABAWDs. Individuals subject to the ABAWD work requirement comprise a substantial percentage of the Employment and Training participant population. Anticipate 35 ABAWDs in the component.

Anticipated Number of Other Mandatory Participants: Anticipate 35 mandatory participants.

Anticipated Number of Volunteers: Anticipate 5 volunteers in the education component.

Targeted Population: Participants (applicants not included) identified as likely to benefit most from education component services. Identification takes place at the initial assessment. Both ABAWDs and other Employment and Training participants are potential education component candidates.

Assignment to the component is based on work services staff determination of participant needs and the availability of services. The following criteria are considered when making an adult education referral: lack of a high school diploma or equivalent; literacy level below grade 8, or limited English speaking ability.

Level of Participant Effort and Duration: Participants must complete 24 hours of Employment and Training activity within 30 days. The component requirements that must be met include an initial assessment interview, follow-up interviews, etc. Following completion, participants may be assigned to pursue adult education goals to meet their 24 hour Employment and Training participation requirement.

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Organizational Responsibilities: Work Services staff provide case management services to Adult Education participants, and make referrals to local adult education providers. The referral may list the results of the participant's initial assessment. The adult

education providers provide a variety of services to community residents. The Work Services case manager monitors participant progress through contact with the adult educator.

Food Stamp Employment and Training participants referred do not have special preference for adult education classes, and may be placed on a waiting list. Participants may have to bear the cost of the small fees often charged by the provider for these services.

Link to Employment: Adult Education component services can enhance the employability of the participant in a number of ways. A participant who earns a GED becomes qualified for jobs that require a high school diploma or equivalent education. Literacy classes improve employability by increasing basic reading and writing competency necessary for completion of job applications and skills necessary to perform most jobs. English as a Second Language classes can improve the ability to interview for jobs, communicate with fellow workers, and follow written instructions needed to perform many jobs.

These activities involve group participation. Successful participation in classes or group discussions helps develop the communication skills necessary to understand employer expectations and complete assigned work. Achievement of educational goals raises participant self-esteem and self-confidence, important aspects in a successful job search.

Per Participant Cost of Participant Reimbursement: Transportation and costs other than dependent care; 80 participants at \$25.00 per participant. Transportation and other costs in excess of \$25.00 will be met by state general funds.

Dependent care costs will not be paid to Employment and Training education component participants.

Cost of the Component per Placement: \$647.50 per placement in FY99. *

*(Based on projected component budget.)

Total Cost of the Component: \$48,563 excluding reimbursements for FY 99.
\$50,563 including reimbursements for FY 99.

4. **Name of Component:** Vocational Education

Description of Component: Vocational Education is a general component to which Work Services staff will assign certain individuals. Following an initial interview and assessment, case managers may assign participants to take part in the Vocational Counseling component. The case manager refers participants assigned to Vocational Education to an employment counselor, who provides component services in-house. Under the counselor's direction, participants may complete interest and aptitude tests. The counselor helps the participant set an employment goal. Upon completion of these activities, participants meet their participation requirement by completing employer contacts.

Referrals of some participants are made to the Division of Vocational Rehabilitation or JTPA for formal job training. If a referred Employment and Training participant is accepted, Work Services staff close the Employment and Training cases since the services is being provided directly by another agency.

Participation in the Vocational Education component achieves the following objectives:

- improves their employment opportunities
- sets an employment goal
- directs their efforts toward successful employment

Type of Component: Non-work component.

Geographic Areas Covered and Local Variations: Without local variation, Vocational Education activities are offered to Employment and Training participants living in the following geographic areas: Anchorage, Fairbanks/North Pole, Wasilla/Palmer (Mat-Su), Kenai/Soldotna, and Juneau.

Anticipated Number of ABAWD Participants: No unique vocational education services are offered to ABAWDs. ABAWDs do comprise a substantial percentage of the Employment and Training participant population. Anticipate 55 ABAWDs will be served in the component.

Anticipated Number of Other Mandatory Participants: Anticipate 50 other mandatory participants in the vocational education category.

Anticipated Number of Volunteers: Anticipate 15 volunteers will enter the component.

Level of Effort and Duration: Participants referred to the Vocational Education component can meet their Employment and Training program requirements by documenting at least 24 hours of activity within a 30 calendar day period. The participant may meet this requirement through a combination of time spent with a Work Services employment counselor, independent employer contacts, and/or preparation for entry into vocational training. Unless the 24-hour participation requirement has been completed, entry into Job Search or another component does not count as an additional placement.

Targeted Population: Work Services staff identify participants (applicants not included) able to benefit from participation in the Vocational Education component at the point of initial assessment. Work Services staff considers participants displaced from their usual occupation, lacking an employment goal, or whose work experience does not fit local labor market as likely candidates for this component.

Organizational Responsibilities: Division of Public Assistance and Department of Labor staff provide Employment and Training case management, employment counseling, and job referrals to Vocational Education component participants. Work Services staff provides direct job counseling services. They also refer participants for vocational counseling services with the Division of Vocational Rehabilitation or occupational training with JTPA service providers. There is no formal contractual relationship between the Employment and Training program and DVR or JTPA to accept food stamp Employment and Training participants referred to them by Work Services staff. Food Stamp Employment and Training participants referred do not have special preference for such services. Staff does have positive working relationships with other service agencies which benefits participants referred to these agencies for training or counseling services. The Work Services staff monitors participant effort and progress.

Per Participant Cost of Participant Reimbursement: Transportation and costs other than dependent care: 100 participants at \$25.00 per participant. Transportation and other costs in excess of \$25.00 will be met by state general funds. Dependent care costs will not be paid for Food Stamp Employment and Training participants.

Cost of the Component per Placement: \$615.59 per placement in FY 1999. *
*(Based on projected component budget.)

Total Cost of the Component: \$73,871 excluding reimbursements for FY 1999.
\$76,371 including reimbursements for FY 1999.

G.1.e-i) discuss the weekly/monthly hours of participation required of each program component.

Weekly/monthly Hours

The weekly/monthly hours of participation required of each program component are described in each component listed above.

G.1.e-ii) describe planned combinations of components to meet the statutory requirement of 20 hours of participation per week to qualify as a work program for ABAWDS.

Planned Combinations of Components

Work Services staff has the flexibility to tailor Employment and Training component activities to individual client needs. Provided assigned activities are within the scope of allowable Employment and Training components, staff can credit an array of activities to

meet the required minimum of 24 hours. Often a single component, such as independent work search is assigned. Giving staff the ability to assign and count more than one component toward an individual's Employment and Training requirement provides participants more needed and useful services.

G.1.f) TANF, outline how the State intends to:

i) conduct a program, designed to serve all political subdivisions in the State (not necessarily in a uniform manner), that provides assistance to needy families with (or expecting) children and provides parents with job preparation, work, and support services to enable them to leave the program and become self-sufficient. (§402(a)(1)(A)(i))

TANF

Work First Approach

To help ATAP participants attain self-sufficiency the department uses the Work First model, which requires ATAP recipients to move into the workforce as quickly as possible. All ATAP participants, unless otherwise exempt, are required to participate in work activities as a condition of receiving benefits. Work Search a four-week program helps prepare the participants to successfully find and keep employment and is available in urban communities. In other areas of the state, Comprehensive Case Management service providers provide Work Search activities.

Childcare

Alaska developed a childcare program entitled Parents Achieving Self-sufficiency (PASS) to ensure seamless childcare services for families as they work to achieve economic self-sufficiency. Childcare costs associated with work, approved education, training, community service or other paid, and non-paid work activities are paid for through the PASS program.

Transportation and Supportive Service

The department supports the promotion and development of transportation alternatives for ATAP participants who are making the transition from welfare to work. In addition, the division will directly purchase or provide reimbursements to ATAP participants for expenses necessary to support work activities. The division can continue to provide necessary support services for up to ninety calendar days following the date of the ATAP case closure.

Family Self Sufficiency Plan

The ATAP Work First approach requires all participants to develop and follow the Family Self Sufficiency Plan (FSSP). The plan outlines the necessary steps, milestones, short and long-term goals, and required work activities that must be followed to secure employment and achieve self-sufficiency.

G.1.f-iv) take such reasonable steps as deemed 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. (§402(a)(1)(A)(iv))

Disclosure Information

The Department of Health and Social Services has adopted and will enforce statutes (AS 39.52.120(b)(3), AS 11.46.749 and AS11.46.484) and regulations (7AAC 37) governing the custody, use, and preservation of public assistance records including the names and addresses of recipients of any public assistance program.

***G.1.g) Welfare-to-Work, describe State and local strategies regarding:
i) the employment activities that are planned under this grant.***

Welfare-to-Work

Employment Activities

The following are definitions of employment activities to be provided to clients under the WtW program. Unpaid work placements, such as work experience, are limited by federal law to non-profit and government agencies. State law limits acceptable non-profit businesses to those that are religious, charitable, civic, cemetery, recreation or educational organizations. All unpaid work placements adhere to federal workplace laws including the Fair Labor Standards Act.

Subsidized Employment

A client works for a public or private sector employer, and receives a wage or salary financed in all or part by a public agency. The clients become regular employees of the employer and earn the same wages and fringe benefits paid to other entry-level employees. The participant must be provided with workplace injury, lost income protection, and liability insurance. Subsidized employment includes on-the-job-training (OJT). The length of time an employer may receive a wage subsidy is limited. It is expected that if the participant performs satisfactorily during the training period, the participant will be hired as a regular employee.

Work Experience (community service work and job sampling)

Community service work is used as a work preparation/readiness activity for WtW clients. Community service work is an opportunity for WtW clients to perform unpaid work if they are unable to find paid work. Community service work must achieve a useful public purpose and contribute to the common good of the community. Community Service work may be viewed as practice work or work habit and life skill development activities.

Job Sampling requires matching a participant with an unpaid work site that provides an opportunity to gain specific job skills and work experience. It provides the participant the

opportunity to try an occupation in order to make an informed decision about its suitability as a career and to learn, improve or apply job skills.

Community Service Work and Job Sampling placements must not:

1. Displace any currently employed worker, including partial displacement through a reduction in hours or overtime, wages, or benefits;
2. Cause the imposition of fines or penalties against a participant by a labor union;
3. Prevent an employee in layoff status from filling a similar vacant position;
4. Fill a vacant position created by a layoff or reduction in force;
5. Violate the wage and hour provisions of the Fair Labor Standards Act.

G.1.g-ii) the utilization of contracts with public and private providers of job readiness, placement and post-employment services; job vouchers for placement, readiness, and post-employment services; job retention, or support services, if not otherwise available to the individual participants receiving WtW services, that are planned under this grant.

Utilization of Contracts

Work Search/Job Readiness/Job Clubs

Work Search is the formal term applied to structured and guided activities, which are expected to lead to jobs. In urban areas, these activities may be conducted in group format. Subjects covered in these structured sessions may include, but are not limited to:

1. exploration of occupational demands and expectations,
2. training in essential work habits and life skills,
3. training in resume writing, interviewing skills, and job applications,
4. mentored contacts with employers to obtain paid work
5. actual calls, personal contacts and interviews between a client and a potential employer and
6. networking through Job Clubs.

Job Clubs are participant peer groups that provide networking and support during the job hunt.

Job and Career Counseling

Job and career counseling for WtW clients contemplates one-on-one and/or group counseling. This service assists the WtW client with work-related stress, choice, change or adjustment issues. Job counselors explain employer expectations, and teach work ethics as well as job search skills.

Post Employment/Enhanced Services

These are services provided to the client after they have employment with the goal to help them keep the job or achieve a better job with increased wages, benefits, hours of work or advancement opportunities. These services include all the services under pre-employment except the client is already working and are the keystone of the WtW program. Since this program is grounded in the work first philosophy, the client must be assisted beyond the first job he or she obtains. The purpose of post-employment, enhanced services is to help the client develop additional skills, which will lead to long-term employment and self-sufficiency.

Adult Basic Education (ABE)

WtW clients may be able to obtain a job with limited reading and math skills, but they probably will not be able to advance and enter careers without increasing those skills. ABE is available to adults or teens who need high school completion (GED) or basic literacy to meet employment goals. ABE can be assigned in combination with any other services available to the WtW client.

Substance Abuse Counseling

WtW clients may struggle with their own or a family member's substance abuse that could put their ability to find and sustain employment at risk. These services are appropriate in cases where a participant's involvement in work activities has been or is likely to be disrupted by drugs or alcohol. WtW funds cannot be used for medical substance abuse interventions but may be used for non-medical counseling programs.

Mental Health Services

WtW clients may require special assistance to adjust to their new lifestyle and work experience. These services are limited to non-medical counseling that is unavailable from any other source. General counseling services must be related to mental health issues that present barriers to employment.

<p><i>G.1.h) SCSEP, provide a description of each project function or activity and how the applicant will implement the project. The following activities should be discussed separately: (§3(A))</i></p>
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SCSEP

Project Function or Activity

Recruitment and selection of enrollees:

Recruitment and selection of enrollees is the responsibility of the sub-grantees. In the larger, urban areas, Older Worker Specialists do recruitment, intake, assessment and follow-up. Job Openings are posted through the One-Stop delivery system. Workforce

Partnership agencies are referral sources for the program. Brochures and information are provided to organizations that serve seniors.

The SCSEP serves persons with low income who are 55 years or older.

Enrollment priorities are:

1. Eligible individuals with greatest economic need:
2. Eligible individuals who are 60 years or older; and
3. Eligible individuals who seek re-enrollment following termination of a job because of illness or engaging in unsubsidized employment, provided that re-enrollment is sought within one year of termination.

Within all enrollment priorities, those persons with poor employment prospects shall be given preference.

Continued eligibility for enrollment in the SCSEP

All SCSEP enrollees must have eligibility re-established annually in order to continue in the program. SCSEP sub-grantees are responsible for each participant's eligibility and for reviewing and updating enrollee's Individual Development Plan (IDP).

Physical examinations

Physical exams are offered as a fringe benefit for SCSEP applicants. Either a limited physical examination or a waiver must be completed at the time of enrollment.

In remote rural villages where there are often no certified medical examiners, a waiver will be signed until a medical examiner is available. Annual physical examinations or waivers are required each year when individuals are re-certified for eligibility.

Orientations

Each SCSEP enrollee participant is given a handbook that covers:

1. responsibilities of the SCSEP enrollee and supervisor
2. training and services available through SCSEP and other resources, i.e., DVR, ABE and other training and employment programs
3. goals and objectives of the SCSEP
4. grievance procedures
5. permissible political activities for enrollees
6. job search strategies

Each employer organization is required to provide an enrollee with an orientation to the workplace, a current job description, and personnel policies and procedures.

Assessment

An assessment to determine an enrollee's vocational and supportive service needs is initiated for each enrollee during the intake interview. The assessment includes the enrollee's work history, education and training, social-economic data, skills, interests and physical capacities. If further assessment is needed to identify appropriate training, job placement, or supportive services, appropriate activities will be coordinated with one of the workforce partner agencies. Assessment is reviewed at the time of the annual eligibility certification.

Individual Development Plan (IDP)

The Individual Development Plan (IDP) is developed in partnership with the enrollee using the assessment information. The IDP will define personal and work goals. The goals must be clearly defined and include:

1. Specific training required to prepare the enrollee for his/her new job,
2. Skills needed to perform the SCSEP community service work assignment,
3. Identification of specific methods and support services needed to counter identified barriers,
4. Identification of goals for unsubsidized employment.
5. Specific action steps to aid the enrollee in achieving the goals and aspirations identified in the IDP.

The IDP is signed by both the enrollee and the employer and is maintained in the enrollee's permanent personnel file. A copy is sent the ACoA office for review. Once a year, the enrollee is re-assessed and the IDP is updated and expanded as goals are reached and new goals are identified.

Placement into subsidized employment:

After the completion of an enrollee's orientation and initial training, the enrollee is referred to a useful part-time community service employment assignment.

Each enrollee shall be employed in an assignment which contributes to the general welfare of the community and which provides services related to publicly owned and operated facilities and projects.

It is the ACoA's policy to give funding priority to those positions which:

- result in unsubsidized employment,
- offer training and work experience that provides skills to be employable in available jobs in the community,
- provide critical services to the frail elderly, and
- enhance the lives of seniors.

Training during community service employment and for other employment

The host agency shall provide a new enrollee with training prior to and as preparation for the community service position. The recipient may use locally available resources, including employment and training programs.

Training shall consist of up to 500 hours and shall be consistent with the enrollee's IDP. A host agency is encouraged to arrange for, or directly provide, skills training opportunities beyond the SCSEP community service training activities.

Supportive services

Supportive services shall be provided to assist the enrollee in participating successfully in community service employment and where appropriate to prepare and assist the enrollee in obtaining unsubsidized employment. To the extent feasible, supportive services available from other titles of the Older Americans Act (OAA) and other funding sources should be used.

Enrollee transportation

Enrollee transportation may be available if transportation from other sources at no cost to the project is unavailable and such unavailability is documented. Grant funds may not be used for enrollee transportation in connection with performing work of the grantee or host agency, including activities under other titles of the OAA.

Placement into unsubsidized employment

Grantees shall employ reasonable means to place each enrollee into unsubsidized employment. To encourage the placement of the enrollee into unsubsidized employment, the USDOL has established a goal of placing into unsubsidized employment the number of enrollees, which equals at least 20% of the annual authorized positions within the project year. Whenever this goal is not met, the grantee shall develop and submit a plan of action for addressing this shortfall.

Maximum duration of enrollment

The ACoA has not established a maximum duration of enrollment. The USDOL approval is required for setting a maximum duration.

IDP related terminations

When an enrollee refuses to accept a reasonable number of referrals or job offers to unsubsidized employment consistent with his/her IDP and there are no extenuating circumstances, the enrollee may be terminated from the SCSEP. Termination shall be consistent with guidelines issued by the USDOL and shall be subject to the SCSEP applicable appeal rights and procedures.

Enrollee complaint resolution

The SCSEP program has a process for resolving enrollee complaints. The employee is asked first to resolve the issue with his/her supervisor and to follow the employer's grievance process. If the issue remains unresolved, the enrollee should present his/her complaint in writing within 10 days of the employer's final action to the ACoA. An ACoA representative will hear the complaint and issue a written decision to each side. If the enrollee believes the ACoA decision is unjustified, a request for review of the issue can be made to the Commissioner of the Department of Administration. If both of these reviews do not satisfy the enrollee, he/she may request a review by the USDOL.

Over-enrollment

The SCSEP program does not have a problem with over-enrollment. Federal funding sets Alaska's allotment at approximately 217 positions. Because of a higher SCSEP wage in Alaska than other states, fewer positions are funded and there is no over-enrollment.

H. Coordination and Non-Duplication

COORDINATED AND INTEGRATED SERVICES

The State has made significant progress for efficient coordination and non-duplication of services as envisioned by the Act. Consolidating most employment, education, and training programs under one division of the AKDOL in 1999 began the process of integrating program services, collecting and evaluating data, and administering programs. Continuous improvement will reveal duplications and provide remedies. The development of Alaska's one-stop career center system is well underway as WIA begins and benefits both the State and Local Workforce Investment Area customers. With three prior years of coordination and collaboration experience, there will be expansion and greater access to system services. Partnering with Alaska Native WIA grantees will provide greater coordination across the state.

Alaska's Job Corp's Center (AJCC) programs and services are included as part of Alaska's Workforce Investment System. AJCC participated in the development of the state plan as part of

the WIA Policy Work Groups, and have representative seats on each local area Youth Policy Council. The specific activities of AJCC and how they coordinate with services provided by each local area are described within the local plans as submitted to the SWIB and the Secretary of Labor.

The state will issue regulations and directives for delivering program services, including the administration of services after consultation with Local WIBs, agencies and one-stop system partners to develop common definitions and policies to eliminate barriers for coordination. The recent consolidation of programs (1999) under one department (AKDOLWD) has significantly improved such coordination among the majority of programs already, and processes are in place for annual performance review and continued planning to identify barriers to coordination and provide strategies to overcome such barriers. Annual working meeting between the SWIB and LWIBs will further statewide efforts to develop common definitions and policies that improve the system and services.

H.1. a) Perkins III, describe coordination with the following agencies or programs:

- Programs listed in section 112(b)(8)(A) of the Workforce Investment Act of 1998 (§122(c)(21)) concerning the provision of services for postsecondary students and school dropouts.***
- Other Federal education programs, including any methods proposed for joint planning and coordination (§122(c)(16))***

Perkins III

Postsecondary and School Dropout Programs

Department of Education & Early Development (EED) vocational education staff coordinate Perkins postsecondary and school dropout programs with other programs included in Alaska's Unified Plan through the Alaska Human Resource Investment Council (AHRIC) and appropriate subcommittees. Procedures will be developed to ensure non-duplication of activities falling under the Workforce Investment Act of 1998.

Other Federal Education Programs

The EED is the agency responsible for nearly all federal education funds that support public primary and secondary education and the postsecondary funds of the Carl D. Perkins Vocational and Technical Education Act of 1998. The EED ensures coordination of federal and state resources for education through its Quality Schools Initiative to support standards-based school reform and improvement. Operationally, state activities supported by federal funds are coordinated through the Commissioner of Education & Early Development's Leadership Team meetings and the Division of Teaching and Learning Support's activities. Federal funds from different sources are coordinated to support shared systems of student assessment, information, curriculum development, and professional development.

H.1. b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:
i) describe the strategies of the State to assure coordination, avoid duplication and improve operational collaboration of the workforce investment activities among programs outlined in Section 112(b)(8)(A) and Section 112(b)(18)(C)&(D) of WIA, at both the State and local levels (e.g., joint activities, MOUs, planned mergers, coordinated policies, non-discrimination obligations, etc.).

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

State Strategies

The W-P programs will maintain and promote the Alaska Job Center Network (AJCN) web-site as the primary portal for collecting and distributing Workforce Development partner information via the Internet. Employment and Training partners will be encouraged to link information and services to the AJCN site so employers and workers have a convenient single point of contact.

The web site is designed as information central for all one-stop partners. Sites will contain:

1. physical location and contact information for the Job Centers and partners
2. information about the services and programs available from these partners
3. eligibility requirements
4. employer resources
5. training resources
6. labor market information
7. virtually everything a person will need to put them in touch with the group or person who can best assist them.

Any Alaskan client can access the information not only through our resource rooms, but through an electronic link available in the local library, school, civic center or through their own computer.

While not designed to collect data itself, future plans include an Internet self-registration system whereby people can register for Wagner-Peyser funded programs. This registration information will be collected by the server but transferred to our legacy DB-2 mainframe system for storage and retrieval.

Case Management services for veterans will be handled by the LVER and DVOP staff whenever possible and will include the resources used by all workforce development partners. DVOP and LVER staff case managing veterans will attend Case Management training at the National Veterans Training Institute (NVTI) and apply the USDOL VETS procedures and services to the State of Alaska Case Management Program.

Employment Security Division (ESD) will also create a single point of contact (s.p.c.) for delivery of initial employer services including job order taking, job matching, and job development. Wagner-Peyser staff will cross train for familiarity with the basic offerings of all

Employment and Training partners so they can assist or efficiently transfer employers to the most appropriate source of information or assistance. The consolidated employer access will also be linked to the AJCN portal.

The objective of consolidated employer access is to maintain a Job Center source with multiple paths (Internet, fax, e-mail, telephone, US Postal Service, place-of-business, or personal visit to one of the many Job Centers or AJCN affiliate locations).

The W-P program is committed a single case management system to be used by all workforce development partners. W-P will take the lead in designing and implementing the first piece of an Internet-based common intake mechanism for customer convenience and the reduction of data collection and entry.

Alaska is in the third year of implementation of the USDOL One-Stop initiative. During the first two years, Alaska opened six co-located Local Job Centers, one each in Ketchikan, Juneau, Eagle River, Kenai, Mat-Su, and Bethel. In addition, two neighborhood sites in Anchorage recently have opened.

In 1998, local advisory committees for local Job Centers were created. These local advisory councils, which will include Local Workforce Investment Board members, will not create separate, autonomous committees. Local advisory committees and the new Local WIBs will work cooperatively with the State Board.

All planning for local Job Centers is done at the local level, with each of Alaska's unique communities inviting the broadest coalition of local partners, government agencies, not for profits and tribal organizations to participate. All Job Centers have the required AJCN partners, though most have more, including: Alaska Housing, child care referral, Child Support Enforcement, small business assistance and various social services. One of the strengths of the Alaska One Stop initiative is the full partnership of the Alaska Employment Service, JTPA (soon to be renamed) under Department of Labor and Workforce Development, the Division of Vocational Rehabilitation and the Division of Public Assistance and the new Local WIBs.

Alaska's One Stop initiative, the Alaska Job Center Network (AJCN), will continue to assist in removing barriers to service integration and program collaboration. AJCN partners will maximize the use of Alaska's One Stop initiative resources and activities to share program delivery tasks, promote information through technology, develop cost allocation agreements, and increase accountability among programs. The AJCN has made steps forward to integrate client intake, assessment and service delivery consistent with contractual obligations and memoranda developed by initiative partners.

Specific coordination strategies include:

1. Using Alaska's One Stop initiative to assist in removing barriers to collaboration;
2. Maximizing use of the AJCN to promote shared program delivery and accountability;
3. Striving to maximize the USDOL One Stop initiative of integrating client intake, assessment and service delivery consistent with contractual obligations, through the Alaska Job Center Network.
4. Incorporating nationally recognized skill standards and occupational certifications into One-Stop Centers and information dissemination networks used by education and training providers for direct customer assistance at the service delivery level.

There is close coordination among the WIA State and local education agencies. Adult programs interface with local education agencies, but they primarily coordinate with state level agencies. For example Adult programs take advantage of the University of Alaska, Alaska Vocational-Technical College and private post secondary and/or vocational institutions to carry out skill and job specific training.

As Alaska moves toward a more comprehensive One-Stop delivery system which includes services for youth, the commitment and involvement among youth partners is growing, particularly in the School-to-Work program and the Alaska Job Corps. Cook Inlet Tribal Council, which recently received a Youth Opportunity Grant, will also be an important contributor and partner in the provision of youth services, particularly for Native youth in rural areas. Given the limited youth funding and expanded youth services mandated by the WIA as well as the difficulty in service provision to rural youth, coordination between the One-Stops and the Youth Opportunity Grant grantee becomes vital. The JTPA Summer Youth Employment and Training Program (SYETP) provides the work component as a complement to the School-to-Work programs provided to younger youth by school districts, and there is certainly an opportunity under the WIA for an expanded role in that coordination. In order for a true seamless net of services that begin with School-to-Work and job training opportunities for younger youth and then transition to jobs or further training, it will be vital that all these players are at the table.

H 1.b-ii) describe how the State Board and Agencies will eliminate any existing state-level barriers to coordination. (§112(b)(8)(A))

Eliminating Existing Barriers

The Wagner-Peyser (W-P) programs will use AJCN web-site as the primary portal for collecting and distributing partner information via the Internet. We will also create a single point of contact (SPC) for delivery of initial employer services, including job order taking and screening. The employer SPC will be linked to the AJCN portal.

The W-P programs will adopt a single case management system to be used by all workforce development partners and a common intake mechanism for customer convenience and the reduction of data collection and entry. The case management procedures and services for

veterans identified by USDOL VETS will be included in the Alaska single case management system.

At a statewide level, goals adopted by the State Board include direct coordination of workforce development program services amongst state and local agencies. The AHRIC or State Board members includes representatives from the Alaska Departments of Education and Child Development, Labor and Workforce Development, local public education, secondary vocational education, post secondary education, and adult basic education. Committees within the AHRIC or State Board give special attention to issues related to coordination with state and local education agencies.

State level barriers consist of geographical and logistical challenges as well as institutional boundaries and information sharing capacities. The institutional boundaries can in part be overcome through the new forced partnerships mandated by the WIA. Technical assistance provided through the State's one stop office has helped in overcoming these institutional barriers, and should continue to alleviate other barriers. The recent consolidation of State agencies should help to break down these barriers.

A Memorandum of Understanding formalizing the commitment, cooperation, and collaboration between the State agencies that provide employment and training, work related social services, and vocational career educational opportunities for Alaskans was signed 9/7/99 by the executive director of the AHRIC and the directors of the Divisions of Public Assistance, Employment Services and Vocational Rehabilitation.

The Directors and the Executive Director represent the principal State partner agencies for the Alaska Job Center Network, Alaska's statewide 'one stop career system' under the Workforce Investment Act. These signatory partner agencies, in conjunction with the AHRIC, provide State oversight and service delivery for the AJCN, assuring that all Alaskans have access to a wide range of employment and training opportunities. The partner agencies further ensure, through their AJCN collaboration, that the Alaska business community and public employers participate in the process for developing the skilled workforce the State needs to ensure a strong, viable economy for the 21st century.

The barriers to the sharing of information concerning customers are in part being addressed through an attempt to develop a uniform intake form.

H 1.c) Adult Education and Family Literacy , describe how the Adult Education and Family Literacy activities that will be carried out with any funds received under AEFLA will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency. (§224(b)(11))

Adult Education and Family Literacy

Description of Planned Integrated Activities

Under the WIA, Adult Basic Education (ABE) programs will continue to develop memoranda of understanding with Alaska Job Centers. Collaborative activities will involve participation by ABE providers, as well as employment and welfare agencies. The educational services provided will include literacy and workplace literacy, with support services such as transportation and childcare coming from other Job Center partners.

40% of ABE programs are located in the AJCN. The programs have grants to provide other supportive services or are housed in buildings with other service providers. All programs have well-defined memoranda of agreement with other agencies and all are highly integrated with services available in their areas

The AKDOL will continue to participate with other state agencies in shaping programs for educating adult learners, preparing an effective workforce and holding adult education and workforce preparation programs accountable for results.

Alaska's welfare reform legislation clearly identifies ABE, including General Educational Development (GED) preparation, as essential for obtaining and retaining employment. Alaska limits the time a person can be on welfare and collect Temporary Assistance to Needy Families (TANF) funds to a lifetime total of sixty months. TANF is administered by the Department of Health and Social Services (DHSS), which contracts with local education agencies for literacy instruction.

Comprehensive services are provided, such as childcare, counseling, health care, and job search and placement, through referrals to local, State, and federal organizations. The AWIO services, the LWIB services, EED services, and DHSS program services will be closely coordinated with adult basic education programs so that adults will be better served and duplication of services can be avoided.

The DHSS provided opportunities for expanded services through the Job Opportunities and Basic Skills (JOBS) and the Alaska Temporary Assistance Program (ATAP) grants during FY98. Existing ABE programs developed plans in conjunction with local/regional JOBS/ATAP offices to serve clients in need of ABE instructional services. Services were provided to students who were referred from Welfare to Work programs and included the general range of ABE instructional services with an emphasis on employability skills. The DHSS provided funding on a per-student basis rather than through the grant process in FY99. Participating adult basic education programs are providing expanded services to students referred in this manner.

The Alaska Vocational Technical Center (AVTEC) and the Alaska Technical Center (ATC) work closely to coordinate program planning for adult learners. In FY01-05, adult education programs not housed in either of these sites will work more closely with the technical centers to transition students into vocational training. Programs will also work with the AJCN in this manner.

Representatives from public health agencies, anti-poverty programs, employment and training programs, homeless programs, labor unions and private businesses sit on local ABE program advisory councils. ABE programs are required to establish advisory councils with broad membership.

Local ABE service providers coordinate with institutions of higher learning. Approximately 42% of Alaska's ABE programs reside in college campuses across the State.

Coordination with public school systems exists with all ABE service providers. ABE program staff use space for their programs, which is made available by the district's Community Schools programs. Currently, one school district, Northwest Arctic, operates a regional ABE program funded through federal and state funds. ABE program staff work closely with school counselors, teachers, and administrators to ensure the smooth transitioning of students into ABE programs, when necessary.

ABE service providers are required to coordinate with local and regional community and volunteer organizations. Several ABE programs use volunteer staff from their respective communities and from the Jesuit, VISTA and AmeriCorps programs.

Volunteers will continue to be recruited and trained to work as tutors in the literacy volunteer programs (currently in Anchorage, Fairbanks, Wasilla, and Juneau). The goal is to increase the number and effectiveness of volunteers with emphasis on volunteer effectiveness in retaining students and assisting them to attain education and career gains. These four programs recruit and train over 400 volunteers per year. In addition to training volunteers for tutoring responsibilities, volunteers will be used as clerical support staff, teacher aides, counseling staff, and outreach and recruitment staff. VISTA members have served in literacy volunteer programs in Anchorage and Juneau. These members have served as program coordinators at the local level, tutors, teacher aides, counseling staff, clerical support, and outreach and recruitment staff. Adult education advisory board members often serve as volunteers for various program activities. Some members serve in the recruitment aspect of the program, while others have donated time to serve as tutors and teacher aids. Volunteers and paid adult education staff need supervision and training.

In addition to current adult basic education programs, other organizations in the State will assist adults in meeting their educational needs. The AKDOL, Division of Vocational Rehabilitation (DVR) provides stipends for some clients to complete educational goals in adult education programs in all facilities statewide. ATAP offer adults educational programs to improve work habits, remedial programs, and training and computer-assisted instruction in several sites throughout the State. Vocational education programs for school-age single parents, displaced homemakers, teen parents, and other adults will operate and will provide counseling, assessment, remedial education, parenting, job search and placement, and vocational training components.

H 1. d) Vocational Rehabilitation:

i) describe the State agency's plans policies, and procedures for coordination with the following agencies or programs:

- Federal, State, and local agencies and programs, including programs carried out by the Under Secretary for Rural Development of the Department of Agriculture and State use contracting programs to the extent that such agencies and programs are not carrying out activities through the statewide workforce investment system.*

(§101(a)(11)(C))

- Education officials responsible for the public education of students with disabilities, including a formal interagency agreement with the State educational agency.*

(§101(a)(11)(D))

- Private, non-profit vocational rehabilitation service providers through the establishment of cooperative agreements. (§101(a)(24)(B))*

- Other State agencies and appropriate entities to assist in the provision of supported employment services. (§625(b)(4))*

- Other public or nonprofit agencies or organizations within the State, employers, natural supports, and other entities with respect to the provision of extended services. (§625(b)(5))*

Vocational Rehabilitation

Plans, Policies, and Procedures for Coordination

The Alaska Division of Vocational Rehabilitation (DVR) is an integral part of all One Stop centers operating throughout the State. DVR staff has completed assessments of the accessibility of services and facilities offered through the Alaska Job Center Network. The Training Specialist for DVR has coordinated training with the WIA partners to train One Stop staff in how to provide services in an integrated services environment.

A formal Interagency Agreement was established with the State of Alaska Department of Education and Early Development (EED) in December 1999. Efforts are underway with staff of the Special Education office of the EED to determine the best practices to be utilized in meeting the needs of students with disabilities transitioning from school into adulthood. Forums and focus groups have been conducted to generate ideas and commitments of School Districts to better serve students with disabilities transitioning from school. Significant attention has been directed at the impact of High School Exit Exams on students with disabilities and the State vocational rehabilitation agency.

The DVR continues to work with private non-profit vocational rehabilitation providers to deliver a comprehensive array of services including; Independent Living, services for the deaf and hard-of-hearing, services for the blind and visually impaired, Assistive Technology, job coaching, and other services designed to meet individual needs.

Supported employment services are provided through cooperative agreements and vendor arrangements with private non-profit agencies located throughout the State. Much of the work done by Juneau Works and the Kenai Peninsula Independent Living Center in the realm of

Benefits Counseling has been directed at individuals with developmental disabilities and mental illness. Through the advocacy efforts of the DVR, employment services have been expanded to persons with mental illness in the Mat Su Valley by the local Mental Health Center.

Extended services to maintain supported employment opportunities are provided through non-profit organizations with funding from the Division of Mental Health and Developmental Disabilities. Coordinated efforts are underway between the DVR, the Governor's Council on Disabilities and Special Education, the Division of Senior Services and other providers and state agencies to maximize funding sources, including Medicaid Waivers and Social Security, to support extended services.

H.1. e) Unemployment Insurance, summarize requests for any Federal partner assistance (primarily non-financial) that would help the SESA attain its goal.

Unemployment Insurance

No specific requests have been made for federal assistance (financial or otherwise) in meeting goals of the Unemployment Insurance program. Under the "UI Performs" system of performance review measures, the USDOL monitors numerous areas of program quality and timeliness, comparing findings against national benchmarks. In addition, Corrective Action Plans are required for any area in which performance has been found deficient (currently Alaska has none) and progress toward these program improvement goals is monitored on a quarterly basis by the USDOL Regional Office staff. Continuous Improvement Plans for those areas where performance is not deemed deficient but could be improved are monitored quarterly by Regional staff and an on-going dialog is maintained regarding the progress toward declared goals.

H 1. f) Welfare-to-Work , describe the strategies of the State and PICs (or State Board and Local Boards) to prevent duplication of services and promote coordination among the following agencies or programs:

- ***TANF***
- ***JTPA/WIA***
- ***One-Stop centers/employment services***
- ***Other employment and training systems throughout the State***
- ***State Department of Transportation***
- ***Metropolitan planning organizations***
- ***Transit operators***
- ***Other transportation providers***
- ***State Housing Finance Agencies***
- ***Public and assisted housing providers and agencies and other community-based organizations***
- ***Public and private health, mental health and service agencies***
- ***Vocational rehabilitation and related agencies***

Welfare-to-Work

Strategies to Prevent Duplication and Promote Coordination

Welfare to Work is committed to coordinating services with our partner agencies throughout the state. Within the Anchorage Mat-Su local service area Welfare-to-Work plays an important role in the coordination and delivery of services. Welfare-to-Work regularly advises the local Workforce Investment Board of proposed activities and seeks concurrence on these activities before implementation. The Local Workforce Investment Board coordinates the broad plan for delivery of services within their area and provides guidance and direction to the local Welfare-To-Work administrator. In addition, the local administrator for Welfare-to-Work is a member of the One-Stop consortia. The One-Stop consortia is the One-Stop operator for the Anchorage Mat-Su Local Workforce Investment Board. Members of the One-Stop consortium include the WIA sub-state recipient, Employment Security, Vocational Rehabilitation and the Welfare-to-Work program. The consortia's responsibilities are to operate the One-Stop system within the local service area, coordinate service delivery and prevent duplication of service delivery strategies. Welfare-to-Work actively participates and accepts programmatic and financial responsibility for the efficient and smooth delivery of services.

The state housing finance agency and transit operators are not currently partners in the delivery of services. Nonetheless their input is crucial. One-Stops are located in areas supported by the local transportation system. Other related agencies are encouraged to communicate with the local Workforce Investment Boards by attending their meetings and providing comment. In addition One-Stop operators are available to discuss service delivery strategies with an emphasis on expanding the role of the One-Stops.

The partners must continue to evaluate services and policy issues that cut across agencies, determine areas where joint planning can lead to integrated service delivery and more efficient use of federal and state resources. Joint planning sessions will continue for Alaska workforce, job seekers, and needy families through established avenues, e.g. Jobs Cabinet, Work Star, Welfare-to-Work Service Providers, Alaska Job Center workgroups, ATAP Advisory Councils, and Workforce Investment Boards. It is critical that DPA continue its close relationship with AKDOL in coordinating job readiness services for TANF recipients.

The Department of Health and Social Services will continue its role of local administrative agency for the Welfare to Work (WtW) program.

The state policy for provision of WtW services is to allow local DPA offices, advised by their ATAP Advisory Councils, flexibility to determine the appropriate mix of services based upon the local job market and available employment resources.

Most WtW participants will enter the Welfare-to-Work system through ATAP. However, some eligible participants, including eligible non-custodial parents may enter the WtW program through another door. Non-custodial parents eligible for the WtW program will be identified through DPA, the Child Support Enforcement Division (CSED), the Department of Corrections (DOC) or self reported. A more specific and detailed strategy for out-reach to this population is

being developed by DPA, AKDOL, DOC, CSED in coordination with USDOL competitive grantees.

The AHRIC has been actively involved in the Welfare to Work grant planning and this FFY 1999 addendum to Alaska's TANF plan. The AHRIC will provide policy oversight for the activities conducted through the Welfare to Work grant. The AHRIC Director also serves as the chair of Alaska's Job Centers Network Steering Committee (Job Centers), which provides oversight to ensure coordination among services through co-located delivery centers and promoting the integration of workforce development services through the Alaska Job Centers.

DPA coordinates with the Department of Transportation (DOT) on a statewide and local level to address the transportation needs of WtW clients.

The DPA and DOT are engaged in local transportation initiatives that includes some limited funding for community-based innovative transportation project identified by local DPA offices. DPA is collaborating with local governments with public transportation systems by promoting subsidized bus passes, route adjustments and more flexible public transportation scheduling. Another proposal, still in the conception stage, is to establish a revolving loan fund to assist clients with the purchase or maintenance of reliable vehicles.

The Division of Public Assistance coordinates with the Division of Medical Assistance to assure that WtW clients receive necessary medical care. Medical Assistance is available to WtW clients because for their eligibility for Medicaid. WtW funds will not be used for medical services.

LWIB membership is composed of employer representatives from the private sector. LWIBs provide JTPA services throughout the State. DPA will continue to work with the LWIBs and other private employer organizations to consider the needs of private employers in job training policy decisions and implementation of the WtW system.

Statewide Strategies for Coordination

The EED, school districts, postsecondary schools, the University of Alaska, youth programs, and employers are focusing on closing the gap between vocational and technical training and public education at all levels to meet the demand for a skilled and educated workforce. But that gap has been traditionally very wide with little engagement between school boards, regents and workforce boards. Each has distinct roles, authority, rules, resources and priorities. Recently created business and education initiatives are critical to bringing the separate leadership groups together to form a combined agenda that focuses on quality education, employability and living skills, technical training, higher learning, and career advancement opportunities for Alaskans. Implementation assistance will be provided to workforce agencies, schools, industry consortia, and educational partnerships on how to utilize nationally recognized skills standards and occupational certifications into their program designs and operations so they all share a common organizing framework.

The identified need to close the gap between public education and workforce development led to the creation of a new State goal. The SWIB will develop statewide strategies that increase coordination, reduce duplication and focus energy from both business and education to provide

an educated and skilled workforce. Initial activities from the SWIB will be to develop and market a statewide information exchange to enable employers, schools, youth and youth services to work together

The Jobs Cabinet connects all providers of public and assisted housing, public and mental health, vocational rehabilitation, and community-based organizations that provide services to ATAP clients. These initiatives include coordination with all agencies and workforce development initiatives, including the Alaska Job Center Network (Job Centers); Alaska's School-to-Work Initiative, and the WorkStar steering committee.

The Community Employment Plan is intended to motivate government, business, education and community partners to increase employment. The plan intends to place 4,000+ ATAP recipients in jobs or work activities by the end of SFY 99.

The Alaska Department of Corrections, Division of Institutions, has expressed a strong interest in developing pre-employment training and work search programs for inmates who are near the end of their term of incarceration. The Department reports that 70% of its male offenders and nearly 100% of its female offenders are parents. Many of these individuals have delinquent child support obligations. While in custody, there are few programs available to them to develop job search and employment skills. When these individuals are released, it is unlikely they will become employed and likely they will need public assistance. The Department of Corrections has agreed to work with the local administrative agency to provide pre-employment and work search services to its eligible inmates who are near the date of their release.

DPA has a long-standing cooperative relationship with AKDOL Alaska Employment Service, to provide services to clients and share program evaluation information. For example, DPA and AKDOL together provide comprehensive case management to ATAP clients. DPA provides program eligibility, case maintenance and case management services and AKDOL employment counselors and specialists provide placement services. In addition, DPA and AKDOL together track ATAP client employment, earnings and occupations to assist in the evaluation of effectiveness of services to help clients find and retain unsubsidized employment.

The DPA works with the Alaska Housing and Finance Corporation to help assure WtW client housing needs are met. Many Temporary Assistance clients who receive intensive support services require some help to find safe, adequate affordable housing. AHFC has taken the initiative to apply some of its resources toward assisting their Temporary Assistance clients. The WtW liaison and local administrator will work with the State Housing Authority in the preparation of a competitive grant proposal for new HUD Section 8 WtW Housing vouchers.

H 1. g) SCSEP, describe the cooperative relationships and working linkages that have been established or will be established with the following employment related programs and agencies:

- *JTPA/WIA (§3(a)(11))*
- *One-Stop Delivery Centers*
- *Vocational Rehabilitation*
- *Job Corps*
- *State employment security agencies*
- *Agencies administering Titles III, IV and VI of the Older Americans Act*

SCSEP

Working agreements between SCSEP Older Worker Specialist have been or are in the process of being developed in the One-Stop Centers in Fairbanks, Juneau, Anchorage, and Palmer.

The SCSEP Program Manager will be developing Memorandums of Understanding with the Division of Vocational Rehabilitation, WIA employment and training programs and ABE. Research will be completed to identify other agencies that a MOU would result in better service to SCSEP enrollees.

As the ACoA is the administrator of Title III funding of the Older Americans Act, SCSEP has a direct partnership with the sub-grantees of these funds. A majority of the SCSEP positions are allotted to Title III agencies and provide direct support to those agencies and the frail elders they serve. The SCSEP program manager is in the same office and meets with the program managers for Title III, Title IV, and Title VI programs to coordinate services and understand programs

SCSEP is a member of the One Stop Consortium for the Municipality of Anchorage/Mat-Su Workforce Investment Board. The consortium is developing the memorandum of understanding between the Workforce Investment Board and the One Stop Centers to identify and coordinate a variety of workforce development resources. The desired outcome is a seamless, customer-friendly system that addresses the needs of employers and job seekers by offering a variety of education, job training, human service and other workforce development services to residents of the region.

SCSEP has entered into negotiations with the Balance of State Workforce Investment Board and the Employment Security Office to implement SCSEP services in their One-Stop Centers.

SCSEP is meeting with the Alaska Native Employment and Training Consortium to coordinate and develop services to the Alaska Native Community.

SCSEP is participating in a training academy in the Anchorage/Mat-Su Borough to provide training to workforce partner agencies on the program and its eligibility criteria

SCSEP does not have a cooperative relationship with the Job Corps, as we do not serve the same population.

I. Special Populations and Other Groups

PROGRAM STRATEGIES FOR SPECIAL POPULATIONS

The WIA places Title I employment and job training service at the core of the Unified Plan. The Act provides program's flexibility to improve special population service with partners in the workforce system or as individual programs. This is critical because all programs must remain in compliance with federal and state rules. Special populations and other group services are evaluated as part of overall system performance. The SWIB, LWIBs and Youth Policy Councils will provide broad leadership for strategy development. Special Populations program strategies are developed by the responsible program staff and the appropriate federal-state designated leadership board. These strategies are developed through a public process that provides opportunities for interested parties to interact with program administrators and public policy boards.

Alaska's Workforce Investment Boards recognize the efforts of Alaska Native organizations to provide a full range of services to our mutual clients in communities across the state, as well as efforts at assisting Alaska Native welfare recipients in making the transition from welfare to self-sufficiency. Many state agencies and Alaska Native workforce grantees have already embraced WIA concepts.

The Alaska Native Coalition of Employment and Training (ANCET) is a coalition of non-profit organizations that receive federal grants to provide services to Alaska Natives. It is a requirement of the Workforce Investment Act that the Local Board enter in to an agreement with the 12 WIA mandated partner agencies, of which ANCET represents one mandated partner: the Alaska Native grantee.

In recognition that those services are an important component in rural service provision, the Balance Of State (BOS) LWIB participated in multiple meetings over the last year to ensure the Memorandum of Understanding required between the BOS LWIB and the Alaska Native grantee partners was supported by all parties. Those meetings included the Balance of State Workforce Investment Board Chair, the Alaska Department of Labor and Workforce Development Commissioner, AKDOL Employment Security Division Deputy Director, AKDOL Employment Security Division Assistant Deputy Director and various staff. Discussions focused on the state's One Stop service delivery area and how it will translate in to rural services, universality of service, technical needs, sharing resources and information, and ensuring access to rural clients.

As a result, Alaska Native grantees shall participate as partners in the Alaska Job Centers Network through a negotiated memorandum of understanding (MOU) with the state and LWIBs. This MOU stipulates how the state and Alaska Native organizations will work together to provide services and expand access for services to remote communities through mutual networks, staff and Alaska's one-stop systems.

The top concerns of the Alaska Native grantees provided to the SWIB were:

1. direct involvement as one-stop partners
2. improving universal access for services
3. program integration with Alaska Native workforce grantees.

Fourteen specific recommendations were provided to the SWIB and agreement has been reached upon these points between the state, ANCET and LWIBs.

The Governor has directed that representatives of local area Native Organizations will have designated seats on LWIBs. ANCET has a designated seat on the SWIB, and an ad-hoc committee involving all ANCET members has been established by the AHRIC to assist with continued advise and information about the needs of Alaska Native people.

Worker Profiling and Re-employment Services

All workers filing for Unemployment Insurance will be registered for employment services unless the nature of there employment presents a valid reason for deferring such registration (seasonal employment, union membership, short-term lay-off, etc.). All registered UI claimants will be included in the "profiling" pool and their likelihood of exhausting benefits before finding re-employment will be analyzed and ranked. These workers will be offered re-employment services by the Employment Service and, if needed, referral to other assistance offered by partner agencies. Participation in the program, for those workers identified as unlikely to return to work prior to exhausting UI benefits, is mandated in order to maintain on-going eligibility for benefit payments.

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| <i>I.1. a)</i> | <i>Perkins III:</i> <ul style="list-style-type: none">• <i>Each category of special populations defined in §3(23) of the Act. (§122(c)(7))</i>• <i>Students in alternative education programs, if appropriate (§122(c)(13))</i>• <i>Individuals in State correctional institutions (§122(c)(18))</i> |
| <i>I.1.a-i)</i> | <i>describe how funds will be used to promote preparation for nontraditional training and employment (§122(c)(17))</i> |

Perkins III

Special Populations

Local recipients of Perkins III funds will be required to identify recruitment, guidance, instructional, assessment and placement strategies for special populations of students as identified by the Perkins III statute. These populations include a) individuals with disabilities; b) individuals from economically disadvantaged families, c) individuals preparing for nontraditional training and employment, d) single parents and single pregnant women, e) displaced homemakers, and f) individuals with other barriers to educational achievement

including limited English proficiency. Effective partnerships with local, regional and state entities will continue to be sought to address these students' unique barriers to completion of vocational programs and employment in high skill, high wage occupations.

Alternative Education Programs

Students in alternative education programs will be held to the same high standards and receive the same high level of instruction as do vocational education students in regular programs. Programs, support services and activities integrated into the alternative education setting will support student achievement of Alaska's core indicators according to approved performance standards and measures. Program improvement and delivery activities will address the specific needs of participants such as high school completion, basic academic and occupational skills, alternate assessments, maintaining high standards, teen parenting issues, case management, family and community support, and Alaska's new High School Graduation Qualifying Examination.

Alternative schools are required to describe how vocational students will be assessed and assisted to successfully meet the state required performance measures for reading, writing and math. Teachers, counselors and administrators serving students in alternative school settings participate fully in professional development activities as part of the Vocational Education Statewide Professional Development plan. The barriers to academic success experienced by many students in alternative programs are an integral part of the professional development plan.

Individuals in State Correctional Institutions

As part of Alaska's Statewide Professional Development plan, \$10,000 has been set aside for the participation of corrections educators/career counselors. Barriers to educational and occupational achievement experienced by individuals in State correctional institutions, including the special needs of women and families are addressed in vocational education professional development activities. Strategies for encouraging successful program completion, academic and occupational skills development and transition to employment, including high skill, high wage careers are addressed.

Use of Funds for Preparation of Nontraditional Students

The Alaska Department of Education & Early Development (EED) will annually reserve up to \$100,000 to support programs that promote preparation for training and employment for nontraditional participants and to enable them to succeed in the competitive workforce with special emphasis on the transportation and process industries. Standards-based programs will support recruitment, training and necessary services to enable nontraditional students to succeed in high-skill, high-wage occupations, including technology and other current and emerging occupations where individuals of one gender have been traditionally underrepresented. As part of the annual reporting process, agencies will document how progress is continually being made in meeting this core indicator

The Alaska's Statewide Professional Development Plan provides standards-based training for postsecondary teachers, counselors and administrators in strategies to encourage nontraditional training and employment for all students, including accountability and reporting requirements. Local plans submitted by postsecondary agencies will be required to include a description of how Perkins funds received by the agency will be used to promote preparation for nontraditional training and employment, including program evaluation and assessment of how special populations will be served.

I.1.a-ii) describe how individuals who are members of special populations will be provided with equal access to activities assisted under Title I of Perkins III and will not be discriminated against on the basis of their status as members of special populations. (§122(c)(8)(B))

Non-Discrimination of Special Populations

Alaska's vocational education programs comply with the provisions of Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, national origin; Title IX of the Education Amendments of 1972 which prohibits discrimination based on gender; Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination based on physical disability; The Age Discrimination Act, The Individuals With Disabilities Education Act (IDEA) and Alaska Education Law and Regulations which enable school districts to prevent and eliminate discrimination by school districts based on gender and race. Procedures described in volume one of Title 34 of the CFR are followed by all education agencies receiving federal funds.

Education agencies must assure their compliance with all applicable federal and state laws and regulations before receipt of federal funds. The EED monitors postsecondary vocational education programs receiving federal funds for compliance with Office of Civil Rights (OCR) and state statutes. Monitoring is accomplished as part of the OCR required on-site as well as during routine program reviews. Those agencies found to be out of compliance receive technical assistance and follow-up until compliance is met. State laws and regulations provide a grievance procedure for the department to follow in receiving and resolving complaints and to assure that compliance plans are adequate and achieved in a timely manner.

- 1.1. b)*** WIA Title I and Wagner-Peyser Act and/or Veterans Programs : (*§112(b)(17)(A)(iv) and §112(b)(17)(B)*)
- Dislocated workers, including displaced homemakers*
 - Low-income individuals, including recipients of public assistance*
 - Individuals training for non-traditional employment*
 - Individuals with multiple barriers to employment (including older individuals, people with limited English-speaking ability, and people with disabilities)*
 - Veterans, including veterans' preferences under 38 U.S.C. Chapters 41 and 42.*
 - The agricultural community that serves the migrant and seasonal farmworker population*
 - UI claimants who are identified under Worker Profiling and Reemployment Services*

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

The Wagner-Peyser programs will continue to offer universal access to its services, while extending a priority to veterans, UI claimants, dislocated workers, public assistance recipients, and job seekers with disabilities.

While Alaska's unified plan intends to provide services to adult, dislocated workers and youth, there are six special populations the state will encourage program strategies to be developed for. The following special populations are identified:

- Dislocated workers, including Displaced homemakers
- Low income individuals, including recipients of public assistance
- Individuals training for non-traditional employment
- Individuals with multiple barriers to employment
- Veterans
- Fishers as members of the agricultural community and,
- UI claimants identified under Worker Profiling and Reemployment Services

Alaska's primary strategy for service is through the One-Stop system where core, intensive and training services will be available to all participants seeking assistance as appropriate. In addition, the SWIB will direct use of the Governor's reserve funds toward special populations based on performance data and local community input from members of the LWIBs.

The Alaska Workforce Investment Office overall strategy to target, identify the needs of and serve dislocated workers is through the One-Stop system, transition centers and rapid response activities. The Alaska Workforce Investment Office coordinates closely with the State Trade Adjustment Assistance office to ensure seamless services to trade related dislocated workers.

The Alaska Workforce Investment Office defines Dislocated worker for rapid response purposes. Dislocated workers are identified in rapid and expeditious response through the One-Stop system and also self identify themselves. Determining their needs for service may happen formally through targeted surveys and feedback systems such as focus groups and informally through discussions, interviews and staff experience. The needs of dislocated workers are matched with the most appropriate method of meeting those needs. Methods include, but are not limited to

services delivered through the One-Stop system, specialized career transition centers, labor management committees, peer support, specialized workshops delivered at the work site, and referral to other services.

Alaska is committed to providing Welfare to Work services to participants after the program ends in 2002. At a minimum those determined eligible for Welfare to Work services will continue to receive services through TANF. In addition as the caseload continues to decline future participants will continue to receive work search services.

This shall serve to amend our unified plan as indicated. Displaced homemakers are served through the One-Stop system with the identical core, intensive and training services available to other dislocated workers..

Incumbent workers are identified through rapid response and served with statewide funds as a layoff aversion strategy, or by employers or through the One-Stop systems. Incumbent workers are employed in year round or seasonal work, need more skills and knowledge to maintain employment or progress in a career path within the industry. An incumbent worker does not include individuals who are preparing or entering employment with a career path and do not need to meet their requirement that training is needed to lead to a self-sufficient wage. Rapid Response and 10% statewide workforce investment funds are used to plan incumbent worker services. 10% statewide workforce investment funds are used to fund these services.

Low-income individuals are being targeted through the Local Workforce Investment Areas, the Alaska Temporary Assistance Program (ATAP), Welfare-To-Work (WTW) program, and peer outreach.

Training individuals for non-traditional employment is being target at the Local Workforce Investment Area level, in the School-To-Work (STW) program, and vocational schools.

Individuals with multiple barriers to employment are targeted through the Welfare to Work grants administered by the Division of Public Assistance (DPA,) and by coordination with the Alaska Commission on Aging (ACoA) and Vocational Rehabilitation, the Division of Vocational Rehabilitation (DVR) and the Local WIBs. The Local WIBS provide services to older individuals without restriction partly due to the small representation of eligible people age 55 and older in the State. The State has adopted a liberal policy with regard to identifying older individuals with serious barriers to employment, and will continue its policy of encouraging service to those older persons who are working and who are still in poverty, including individuals employed under the ACoA SCSEP. This is a special group of older persons who the State feels will particularly benefit from services.

Unemployment Insurance (UI) claimants are targeted by staff at the Employment Services office and can receive employment services through that office and/or One Stop Centers where there is public access to employment resource rooms on site or through distance delivery services when rural Alaskans are being served.

UI staff is informed of eligibility issues in relation to the mandatory participation requirement via the integrated ES/UI computer system. The participation requirement is enforced both for

the initial services and the subsequent planned services. On the day of any missed service, WPRS claimants are referred to UI for adjudication. Any other potential eligibility issues discovered by the WPRS staff are reported to the UI staff via email to the designated UI Call Center.

- I.1. c)** Adult Education and Family Literacy :
- *Low income students (§224(b)(10)(A))*
 - *Individuals with disabilities (§224(b)(10)(B))*
 - *Single parents and displaced homemakers (§224(b)(10)(C))*
 - *Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (§224(b)(10)(D))*
 - *Criminal offenders in correctional institutions and other institutionalized individuals (§225)*

Adult Education and Family Literacy

Alaska's regional ABE programs have traditionally included disadvantaged populations. As welfare to work programs take effect, more and more single parents and displaced homemakers will be entering ABE programs. Program strategies will be developed at each of the local regional programs. The following are examples of program strategies that local programs may select to improve the effectiveness of service provision of these population groups.

Disadvantaged adults. Outreach programs to the poor and hard to serve, computer literacy, collaboration with local AJCNs to identify community resources agencies in the areas of employment, job training, vocational evaluation, income assistance, client advocacy, and related services

Adult Immigrants. Instruction geared toward gaining employment or improving job skills and completing an academic education.

Homeless Adults. Instruction plans related to practical tasks; everyday experiences integrated into instruction; instruction on self-esteem and life skills; program locations accessible to the homeless; workplace education programs should include components to ensure homeless adults are prepared with skills both for entry into the workforce and retention in employment.

Individuals with Disabilities. Increase the percentage of student requests for accommodations for GED testing, encourage all local ABE programs to seek training from the Anchorage Volunteer Literacy program on the multi sensory method of instruction.

Incarcerated Adults. Academic programs for basic education with special emphasis on basic skills and GED preparation offer incarcerated adults an increased chance to attain the skills to successfully integrate into society.

Single Parents and Displaced Homemakers. Workplace literacy programs will ensure that these target groups receive instruction in basic employment and self-sufficiency skills needed to get and to retain employment.

Programs for Corrections Education

Priority

According to the *Adult Education and Family Literacy Act*: Section 225 (c)---Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Correctional institutions will describe in their grant application how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

The AKDOL ensured that not more than 5% of the local assistance grant funds was allocated to Alaska Department of Corrections programs to provide ABE instruction. These funds will be made available by following the application guidelines in this plan, and will be specifically used to supplement existing programs that address appropriate adult education activities. Targeted services are to support and expand the Adult Basic Education needs of adults in correctional facilities. Services may include basic education; special education programs as determined by the eligible agency, English Literacy program (previously ESL), and training for ABE teacher personnel specializing in corrections education.

Each corrections facility in Alaska has an education coordinator who oversees the adult education program. Half of the correctional facilities have established General Educational Development (GED) Test Sites. The other facilities coordinate GED testing with the local Adult Basic Education (ABE) program. In FY99 over 900 inmates were served and 185 obtained a GED, which constituted over 10% of the total number of GEDs earned in Alaska in FY99. Most facilities have established learning centers equipped with adult education and GED materials and computers. Generally part-time teachers provide instruction. Some programs have volunteer tutors. Some halfway houses coordinate individual learning plans with their local correction and/or ABE facilities

Types of Institutional Settings

Correctional facilities administered by the Alaska Department of Corrections are located in Fairbanks, Eagle River, Ketchikan, Juneau, Palmer, Anchorage, Seward, Kenai, and Bethel. Pre-trial facilities are located in Palmer and Kenai. The Pt. MacKenzie Farm Program is located in Wasilla, outside Anchorage. Probation offices are located in all major communities throughout the State.

Correctional facilities administered by the Alaska Department of Health and Social Services include Youth Facilities in Anchorage, Fairbanks, Nome, Bethel, and Juneau. All children (age range from 11-19) without a high school diploma are required to go to school on the premises. If they have a GED, they are still required to work toward a high school diploma.

Even though individual community police departments have jail cells, they are used only as holding facilities.

There is one halfway house in Juneau. It is run by a private agency, Gastineau Human Services. An educational program was established there in FY 98. In FY 99, 95% of the students who prepared for a GED were successful. In FY 2000, there has been an increase in the number of students and the success rate is still holding at about 95%. The student population includes some of the most difficult to serve with a significant proportion of learning disabled students. There may be other halfway houses in the State which are administered by private agencies.

I.1. d) TAA and NAFTA-TAA, describe how rapid response and basic readjustment services authorized under other Federal laws will be provided to trade-impacted workers.

TAA and NAFTA TAA

TAA and NAFTA TAA will be introduced to potentially eligible workers through rapid response and career transition center activities. Additional client contact will typically include multiple mailers and may include contact with peer counseling.

TAA and NAFTA-TAA are partners in the Rapid Response team when there is an appearance of potential TAA, NAFTA-TAA eligibility. Basic re-adjustment services are made available to trade impacted workers when Rapid Response services include core services. Trade impacted workers can be receive other core and intensive services at One Stops and career transition centers.

I.1.e) Vocational Rehabilitation:
• Minorities with most significant disabilities (§21(c))

Vocational Rehabilitation

The most significant minority group of people with disabilities in Alaska is Alaskan Natives (14.4%). The DVR serves many Alaskan Natives through a variety of approaches. A significant level of coordination and collaboration takes place between DVR staff and staff of Section 121, Native American Vocational Rehabilitation grantees.

The DVR has an Interagency Agreement with Section 121 grantees identifying the following areas of coordination:

1. Shared Staff Training;
2. Coordinated Services to Alaskan Natives with Disabilities served by both programs;
3. Joint Meetings to Coordinate Policies and Planning; and
4. Shared Reporting and Information Sharing, where appropriate.

The DVR is working with other Alaskan Native corporations to encourage the submission of grants to serve areas currently not served by Native American Vocational Rehabilitation programs.

To better serve Alaskan Natives in Anchorage, DVR staff is co-located in the Cook Inlet Tribal Council office to deliver vocational rehabilitation services to Alaskan Natives. One full-time Counselor and a full-time Vocational Rehabilitation Assistant are located in the Cook Inlet Tribal Council office.

As part of the commitment of the DVR to continually improve the cultural competence of staff delivering services, staff training is provided to increase the skills and capacity of DVR staff to serve all people with disabilities. DVR uses the services of foreign language interpreters when necessary in order to communicate effectively with minority populations where English is a second language.

- I.1.f)** TANF, indicate whether the State intends to:
- *treat families moving into the State from another State differently than other families under the program, and if so, how the State intends to treat such families under the program;*
 - *provide assistance under the program to individuals who are not citizens of the United States, and if so, shall include an overview of such assistance. (§402(a)(1)(B)(i) and (ii)); and*
 - *outline how the State intends to 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 in scope to include men. (§401(a)(1)(A)(vi)).*

TANF

Residency

To be eligible for the ATAP program, a family must be living in Alaska with the intent to remain. Alaska does not treat new residents of the State differently.

Non-citizens

Federal welfare reform allows states to exclude from their TANF-funded program many non-citizen legal residents. State legislation introduced in 1997 requires Alaska to follow the Federal law. This excludes most aliens who arrived in the country after the August 22, 1996, from ATAP participation for five years. If the immigrant does not qualify for ATAP, the alien may be eligible for limited support from the state General Relief Assistance program

Pregnancy Prevention

In conjunction with development of the Pregnancy Prevention Plan, the department is developing enhancements to current programs and introducing new initiatives to provide education and training on statutory rape. These programs are particularly designed to reach men.

- I.1.g) SCSEP: (§3(a)(1))***
- ***Minority groups***
 - ***Individuals with the greatest economic need***
 - ***Individuals with poor employment prospects***

SCSEP

SCSEP monitors its grantees to ensure that persons with poor employment prospects are given preference when filling positions.

All enrollees must meet low-income standards issued by the USDOL and are re-certified on a yearly basis to ensure that they continue to meet the eligibility requirement.

The ACoA has expanded the types of positions SCSEP offers to providers in most regions to include positions to support youth programs, including Tribal Youth Services, Headstart, Community Mental Health youth programs and school cultural programs in hopes that enrollees by Alaska Natives will be increased.

SCSEP is meeting with the Alaska Native Employment and Training Consortium to develop and coordinate services to Alaska Natives. SCSEP is participating in a task force addressing Long Term Care Workforce Development in Rural Alaska to develop training and work experience in Native Villages. SCSEP is developing a work plan to travel to Rural Alaska cities with a large Alaska Native population to meet with potential employers to develop host agencies to provide work experience. SCSEP will travel to Alaska Villages to garner and understanding of the special needs in an Alaskan village and to explore options for work experience. SCSEP is coordinating services with the Alaska Division of Public Assistance to identify potential SCSEP participants with the greatest economic need.

METHODS OF COLLECTING AND REPORTING PROGRESS

The Alaska Department of Labor and Workforce Development, Research and Analysis Section currently conducts performance measures analyses of Alaska training programs and providers as required by AS 44.19.626. Employment status and earnings of program participants before and after completion of the programs are calculated using Alaska UI wage records. A report showing the percent of program participants that are working and their total, average and median earnings is prepared. In future years, this same system will monitor the performance outcomes of each

individual public and private training provider for any quarterly time period before and after training.

ASSURANCE OF EQUITABLE ACCESS

All activities conducted or sponsored by the **Alaska Division of Vocational Rehabilitation** are held in sites that are as free of architectural barriers as possible. All program announcements solicit requests for accessibility needs. DVR will make available whatever accommodations are necessary for full participation in the training process. Accommodations include: personal care attendants, audio tapes, text in Braille, large print materials or readers for visually impaired participants, and interpreters, note takers or real-time captioning services for deaf or hearing impaired participants. DVR follows the nondiscriminatory employment practices and equal access for programs that the State of Alaska ascribes to which supports equal opportunity and support's workplace diversity for all persons regardless of gender, race, color, national origin, disability or age.

Adult Basic Education/General Education Provisions Act: Alaska programs maintain equitable access and participation of the student population. No data has been collected on teacher or other program beneficiary equity characteristics. For the first time, in FY2000, significant waiting lists have begun to develop, primarily in the urban sights. About 75% of Alaska's small villages are not served due to funding restraints and to isolation problems.

Possible Strategies to Improve Equitable Access:

1. Increase access to services through distance delivery methods in remote villages, which are primarily populated by Alaska Natives.
2. Encourage ABE staff to attend Annual Bi-Cultural Conference sessions on equity issues.
3. Include equity training as part of the staff development offerings. Select one topic, such as gender equity, to focus on each year.
4. Coordinate with the AKDOE Equity Supervisor to develop an equity information packet and disseminate to all ABE programs.
5. Complete development of instructional modules in teaching reading, writing, and math for new employees who are from rural areas in order to encourage retention and program participation.
6. Encourage more collaboration among local the WIA program partners in order to recruit equally from all groups.
7. Place more emphasis and attention on all areas of students with disabilities: recruiting, identifying, providing accommodations and individualized instruction, counseling students to act on their own behalf and to transition into other education, training, or career opportunities.
8. Provide adequate training so that all GED staff can assist students with getting a diagnosis for a learning disability, filling out the required forms to request accommodations and providing approved accommodations during pre-test instruction, test taking, and transitioning.

State of Alaska Unified Plan

9. Arrange for dissemination of a new staff development video in multi-sensory instruction being developed by the Anchorage Literacy Project.

I.2) **I.2.** *Identify the methods of collecting data and reporting progress on the special populations described in Question 1 of this section (for all programs included in the Plan).*

Applicants for services under WIA Title I will be prompted to self report their special population status. This information will be maintained in the database and reported to the SWIB on an annual basis. The SWIB will use the reported data to make determinations about the use and allocation of Governor's reserve funds toward special populations and subgroups of Alaska's workforce.

J. Professional Development and System Improvement

PERSONNEL DEVELOPMENT

The State AWIO programs have the benefit of a history of successful service provision that provide a solid foundation for the State Board and Local Boards. Both the Balance of State PIC and Municipal PIC are currently applying for certification as Local WIBs and each group brings a wealth of experience and history to adult and dislocated worker issues.

The State Board has also adopted the Malcolm Baldrige continuous improvement model as the foundation of the State Unified Plan and for services from the Job Center delivery system. In the Spring of 2000 State Board members and Local WIB members may receive training on the Malcolm Baldrige Principles. Furthermore, State personnel will be provided the skills and training necessary to maintain an on-going-in-house model of continuous improvement utilizing the same principles.

Adult Basic Education

A pilot for statewide training was implemented in FY 2000 and included:

1. GED Chief Examiner Training provided by the National GED Testing Service: Test Security, Filing an Accommodations Form, and Fundamentals of the New GED 2002 Test;
2. Developing orientation modules for new rural instructors: modules in reading, writing, and computation, and the basics of teaching adults will be developed;
3. Six audio training conferences for ABE Regional Directors;
4. Two audio training conferences for GED Chief Examiners;
5. Each regional program providing more of their own staff development;
6. Keeping ABE director's meetings and professional development separate from teacher staff development training;
7. Holding one ABE director's annual meeting that will include a full day of professional development; and
8. Using an annual theme to present staff development opportunities in several different ways.

Overcoming Equity Barriers

This section addresses the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable access and participation, including barriers based on gender, race, color, national origin, disability, and age.

According to FY99 statewide year-end data, Alaska programs maintain equitable access and participation of the student population. No data has been collected on teacher or other program beneficiary equity characteristics. There have been very few waiting lists for services in

established programs, however, about 75% of Alaska's small villages, with a primarily Alaska Native population, are not served due to funding restraints and isolation problems. This is beginning to become somewhat more problematic as welfare to work regulations begin to require welfare recipients to be engaged in meaningful work, work searches, or basic skills activities, in particular, obtaining a GED.

The data also indicates that only 8% of the adult learners in FY99 (and also in FY 98) were identified as having a disability. Also in 1999 only 15 students requested accommodations for GED testing (out of over 3,000 test takers). Nationally, statistics indicate that the percentage of students with disabilities in ABE programs is significantly higher.

Equity strategies established in FY 2000 include:

- a. Development of an instructional module in teaching reading, writing, and math for new employees in rural areas in order to encourage retention and program participation. This will be ready for dissemination no later than September, 2000.
- b. Identifying Alaska Native entities that provide adult basic education and including them as WIA partners.
- c. Encouraging more collaboration among local WIA program partners in order to recruit equally from all groups.
- d. Placed more emphasis and attention on all areas of students with disabilities: recruiting, identifying, providing accommodations and individualized instruction, counseling student to act on their own behalf and to transition into other education, training, or career opportunities.
- e. Providing adequate training so that all GED staff can assist students with getting a diagnosis for a learning disability, filling out the required forms to request accommodations and providing approved accommodations using pre-test instruction, test taking, and transitioning.

Equity strategies to be undertaken in FY 2001-05 may include, but will not be limited to:

- a. Increasing access to services through distance delivery methods in remote villages.
- b. Encouraging ABE staff to attend Annual Bi-Cultural Conference sessions on equity issues.
- c. Including equity training as part of staff development offerings.
- d. Coordinating with the AKDOL Equity Supervisor to develop an equity information packet and disseminate to all ABE programs.
- e. Arrange for dissemination of a new staff development video in multi-sensory instruction being completed by the Anchorage Literacy Project in the Spring of FY2000.

J.I. a) Perkins III :

i) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. (§122(c)(2))

Perkins III

Professional Development Plan

The Vocational Education Professional Development Plan is an ongoing collaborative effort among the EED, eligible recipients, the state university system and others to identify and upgrade the skills of vocational teachers in their assigned areas. These efforts incorporate the findings of the latest professional development research, *i.e.* are based on the needs of the participants, are systemic and on-going in nature, and target identified and quantifiable improvements in participants' knowledge and behavior. Training will be provided face-to-face whenever cost effective, with extensive dependence on technology for reinforcement and follow-up. A conscious effort will be continued to develop and evaluate effective distance-delivered programs for vocational education staff.

Alaska is facing a serious shortage of qualified vocational technical education staff to fill vacancies and program expansion needs. Efforts to address the shortage of qualified vocational education instructional staff will be coordinated with the University of Alaska and the Alaska Human Resource Development Council.

In addition to the staff shortage, the need exists to upgrade existing teacher/counselor education programs to include skills related to technology, work-based learning experiences and the effective reinforcement of academic performance standards into vocational education. Professional development for instructors, counselors/guidance personnel and administrators will continue in a wide array of opportunities. Perkins III performance provisions will require staff to upgrade skills in the following areas:

1. utilizing nationally recognized, industry-based skill standards and occupational certifications and related curricula, training practices, and teaching materials
2. effective integration of vocational education with academic performance standards into course offerings, instructional strategies and student assessments
3. incorporating instruction in all aspects of the industry into the curriculum
4. using technology
5. improving local program evaluation
6. enhancing articulation efforts among providers of related programs
7. providing student support services
8. expanding gender equity opportunities
9. increasing guidance service to students
10. assuring program coordination

Annual activities included in the Alaska Vocational Education Professional Development Plan are review, revision and implementation of the plan based upon the identified needs of local instructors, administrators and counselors. State Leadership and local funds will be used to facilitate intensive staff development through summer and/or weekend workshops and institutes, mentorship opportunities, peer study and research groups and distance delivery courses appropriate to the subject and the audiences. This includes efforts to address the dual roles of University/postsecondary schools as both providers and receivers of professional development. Whenever common goals make shared events effective, state-supported professional development activities will be coordinated with other entities *e.g.* related professional associations in the state, the University of Alaska, the Alaska Vocational Technical Education Center, and the Alaska Staff Development Network.

J.1.a-ii) describe how the eligible agency will provide local educational agencies, area vocational and technical education schools, and eligible institutions in the State with technical assistance. (§122(c)(14))

Technical Assistance

The Division of Teaching and Learning Support (TLS) in the Alaska Department of Education & Early Development (EED) is responsible at the state level for implementing this portion of Alaska's Unified Plan. Under the supervision of the State Board of Education & Early Development and the Commissioner of Education & Early Development, it will administer the grant, monitor its requirements, provide for program policy development and leadership, and provide technical assistance to subgrantees of Perkins III funding. Primary categories of assistance include:

Professional Development: Recognizing that comprehensive professional development is essential to improved student and teacher learning, the EED is committed to providing technical assistance through collaborative efforts with professional associations, local educational agencies, and as appropriate, the National Skills Standards Board. School reform efforts have demonstrated that effective results occur when there is an emphasis upon site-based professional development activities, joint training of academic and vocational education teachers, and shared professional development activities for secondary and postsecondary instructors.

Administration: State staff will assist local educators with the development of their local plans by providing planning guidance, reviewing plans and suggesting areas for improvement. State staff will continue to provide training for Perkins III subgrantees on compliance with federal laws and related requirements. These sessions may occur at annual meetings of the secondary systems and/or postsecondary agencies, either in person or through electronic means. In addition, state staff will provide guidance on elements of the local plan and on how local grant recipients can avoid audit exceptions.

Accountability: A great deal of technical assistance will be required to implement the Perkins III accountability requirements. For the first two years, EED plans to hold statewide and regional meetings to get all local practitioners up to speed on the implementation steps of the accountability system. This will include clarification of baseline local performance for the core

indicators, data collection and aggregation procedures to ensure collection of reliable and valid data. It will also include workshops on analyzing and interpreting performance data, developing strategies for program improvement based on performance data, and procedures and strategies for effectively reporting data to the State and the general public.

Program Improvement: Using the State Professional Development Plan for Vocational Education, a number of statewide and/or regional technical assistance workshops will be available to help local educators improve their programs. Where appropriate, schools/colleges will be encouraged to engage in sharing insights gained from other systems, identifying better ways to meet objectives, and getting educators in a region together to discuss ways that students may be served in more effective ways.

J.1.b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs , explain how the local and State Boards will use data collected and the review process to reinforce the strategic direction and continuous improvement of the workforce investment system.

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

The SWIB is committed to achieving the negotiated standards from WIA. The SWIB recently completed an analysis of baseline data to establish benchmarks for performance measures. After benchmarking performance the SWIB negotiated with DOLETA to establish reasonable performance standards. The factors that contributed to this process included the baseline information, national average performance and Alaska economic forecast. Based on this same information the SWIB has entered negotiations with the LWIBs to establish performance measures and set standards. Through at least quarterly review of performance the LWIBs will make program adjustments in services, counseling, training referrals and case management to achieve or exceed their negotiated performance. Data collected on a quarterly basis will be compared to relevant wage record information to create snapshots of performance. These snapshots provide direct information on the effectiveness of strategies designed to improve program performance.

The Employment Security Division (ESD) is committed to developing measures of performance. These performance measures provide the basis for reviewing, evaluating and implementing continuous improvement in the Wagner-Peyser and VETS funded program.

The Employment Service is currently benchmarking many of its core activities such as employer market penetration, employer retention, job order fill rates and time-to-fill. Job seeker activities such as counseling clients, managing cases, and referring clients to training are being examined as well as referral rates and placement information.

All the information obtained will be used to inform and guide the enhancements and alterations of the Wagner-Peyser and VETS service delivery.

The State requirements for certification as a One Stop includes a rigorous process of continuous improvement, and peer review. Additionally, it is anticipated that the State will conduct an annual review of the local programs.

J.1.c) Vocational Rehabilitation, describe the designated State agency's policies, 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 pursuant to §101(a)(7) of the Act. (§101(a)(7))

Vocational Rehabilitation

DVR has a long-standing comprehensive system of personnel development and employs a continuous improvement approach to advance the organization's capacity to deliver high quality services. Working with the Human Resources Development and Training Team, training staff monitors the quality of all professional and paraprofessional personnel within the division. Each employee completes an individualized Human Resource Development Plan annually addressing training needs. Individuals with disabilities demand a high level of professionalism from the DVR. DVR personnel standards for a qualified rehabilitation counselor are based on the "highest requirements in the State" as defined in the regulations as the highest entry-level academic degree needed for any national or State approved or recognized certification, license or registration.

The State of Alaska does not require State licensure for Vocational Rehabilitation Counselors. DVR has adopted the Commission on Rehabilitation Counselor Certification (CRCC) academic requirements as the qualifying standard for Vocational Rehabilitation Counselor. CRCC mandates a Master's degree in rehabilitation counseling or a Master's degree in counseling. New personnel hired, as a Vocational Rehabilitation Counselor must meet these qualifying standards. The Human Resource Development Team works with agency personnel who do not meet these qualifying standards to develop a training plan designed around the goal of acquiring a Masters degree. The State of Alaska does not have a graduate program in rehabilitation counseling, therefore, distance education opportunities are utilized.

Recruitment for qualified staff is conducted in accordance with the provisions of Title I of the American's with Disabilities Act. Alaska State employment statutes provide for "provisional hire" which allows DVR additional opportunity to take affirmative action to employ individuals with disabilities. The HRD office maintains information on institutions with graduate programs for rehabilitation counselors, the Commission on Rehabilitation Counselor Certification and the National Rehabilitation Recruitment Center. Workplace Alaska is an established method of recruitment/hiring for DVR personnel. Positions are advertised on Internet and through newspapers in several Alaskan communities.

K. Performance Accountability

PERFORMANCE INDICATORS AND MEASURABLE GOALS

The state will develop personnel to achieve the performance indicators for programs by improving communications between staff and service providers, and providing training for Baldrige and Continuous Improvement for staff, workforce boards and service providers. The AKDOL and the SWIB will coordinate training for staff, boards and affected partners drawing on technical assistance from the USDOL, quality workforce experts, and as appropriate from the National Skills Standards Board, an AHRIC partner.. The AKDOL, SWIB and University of Alaska are exploring the feasibility of creating a Workforce Excellence Institute to assist personnel with training and to develop the state's capacity for delivering training.

Efforts to achieve performance indicators are underway. Implementing the state's one-stop system over the previous three years helped form workgroups on customer issues within state programs. The one-stop workgroups with oversight by state and local boards, created a process among program personnel and one-stop center partners that has helped identify areas that need improvement. Several Local Advisory Committees (LAC) for co-located community one-stop centers have been established. The LACs provide input to the center managers and to the LWIB for one-stop system improvement.

K.1. a) Perkins III and Tech-Prep:

i) identify and describe the core indicators (§113(b)(2)(A)(i-iv)), a State level of performance for each core indicator of performance for the first two program years covered by the State plan (§113(b)(3)(A)(ii), any additional indicators identified by the eligible agency (§113(b)(1)(B)), and a State level of performance for each additional indicator (§113(b)(3)(B)).

Perkins III and Tech Prep

Core Indicators

The following description show core indicators, a State level of performance for each cored indicator of performance, additional indicators, and a State lever of performance for each additional indicator.

1. Student attainment of challenging State established academic, and vocational and technical, skill proficiencies. [Section 113(b)(2)(A)(i)]
2. *Postsecondary Performance Measure* – Student attainment of a postsecondary degree, credential, or certificate, or completion of the vocational program's coherent sequence of courses.

3. *Postsecondary Performance Level* – Percentage or number of vocational students receiving a postsecondary degree, credential, or certificate in a program that includes academic course requirements.

Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential. [Section 113(b)(2)(A)(ii)]

1. *Postsecondary Performance Measure* – Student attainment of postsecondary certificate, credential, or associate degree or completion of the vocational program's coherent sequence of courses.
2. *Postsecondary Performance Level* -.Number of students completing each degree, credential, certificate program compared to the total number enrolled in that cohort. Baseline to be determined during this program year.

Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment. [Section 113(b)(2)(A)(iii)]

3. *Postsecondary Performance Measure* - Student participation in further education, military service, or full-time employment.
4. *Postsecondary Performance Level* – Statewide percentage of vocational program completers who enroll in further education, enter military service or full-time employment. Baseline to be determined after statewide analysis of data in FY2000.

Student participation in and completion of vocational and technical education programs that lead to non-traditional training and employment. [Section 113(b)(2)(A)(iv)]

5. *Postsecondary Performance Measure* - Number of students participating in training programs nontraditional for their gender, *i.e.*, occupations with 25% or less male or female employed according to state data
6. *Postsecondary Performance Level* - Eligible recipients will annually document an increased rate at which vocational education students enroll in programs nontraditional for their gender. Baseline will be developed during FY2000 using a running average of three years data
7. *Postsecondary Performance Measure* - Number of students completing training programs nontraditional for their gender (*i.e.* 25% or less) according to state employment data.
8. *Postsecondary Performance Level* - Eligible recipients will annually increase the rate at which nontraditional vocational education students successfully meet standards and complete the program. Baseline to be developed in FY2000, with the intent of using a running average of three years data.
9. *Postsecondary Performance Measure* - Placement of program completers in further education, military service or occupations nontraditional for the student's gender according to state data will meet or exceed 75%.

10. *Postsecondary Performance Level* - Eligible recipients will annually increase the rate at which students completing programs nontraditional for their gender pursue further related education and training and/or secure employment in related occupations upon program completion, including high-skill high-wage occupational options.

K.1. a-ii) describe how the effectiveness of vocational and technical education programs will be evaluated annually. (§122(c)(6))

Effectiveness of Vocational and Technical Education Programs

Department of Education and Early Development (EED) staff will require Local Education Agencies (LEAs) to:

- (1) identify in their basic grant applications how they will annually evaluate the effectiveness of their vocational education programs;
- (2) provide assurances that this evaluation will occur; and
- (3) ensure non-duplication with other existing Federal programs.

Additionally, state staff will review all End-Of-Year Performance Reports required of each LEA receiving Perkins funds to ascertain the effectiveness of such programs. EED staff providing onsite technical assistance will evaluate LEAs effectiveness using local plan criteria submitted to EED. (A system of remote and on-site program reviews of local programs will be developed during FY2000.)

K.1. a-iii) describe how individuals who are member of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers. (§122(c)(8)(C))

Special Populations

Vocational education program delivery is expected to support all students to meet or exceed challenging academic, technical and employability skills standards and placement in high-skill, high-wage occupations, including nontraditional training and employment.

Postsecondary eligible agencies are required to describe their menu of strategies to recruit, retain and provide support for special population students either currently enrolled in or considering enrollment in vocational education programs. Each eligible agency is required to describe and is accountable for how it ensures the needs of special populations are met and how these students will reach or exceed state adjusted levels of performance to not less than the same extent as all vocational education students. Specific strategies address needs assessments, special services, barriers to academic achievement and skill mastery, transitional services, and placement in high-skill, high-wage careers.

K.1. a-iv) describe what steps the eligible agency will take to involve representatives of eligible recipients in the development of the State adjusted levels of performance. (§122(c)(9))

Involving Representatives in Development of Performance Levels

The process for establishing the State's performance indicators and baseline measures included local educational agencies, local postsecondary vocational education providers, other interested entities and the staff involved in the development of the Alaska student assessment system. Constant discussion surrounded each of the performance measures as each participant was asked to apply the proposed measures to their student accounting system, and provide feedback.

K.1. b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs:

i) describe the State performance accountability system developed for the workforce investment activities to be carried out through the statewide workforce investment system. Include expected levels of performance for each of the core indicators of performance and the customer satisfaction indicator of performance for the first three program years covered by the unified plan. (Sections 112(b)(3) and 136(b)(3)(A)(ii))

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

The AKDOL will continue to develop personnel to achieve performance indicators for WIA Title I - Wagner- Peyser and Veterans programs. Funds made available by the Act will be used to support on-going evaluations, and to develop staff and state boards.

Local and state boards will use collected data and annual evaluation reports from the Research and Analysis (R&A) Section for analysis of strategic direction and continuous improvement of the state and local area workforce systems. This process is already established through 1998 state legislation that requires the collection of customer data from WIA Title I programs. The R&A Section has provided two annual reports (1999&2000) evaluating twelve job training and adult vocational education programs along five performance measures. The measures are based upon the person's employment status before and after intensive services, the individual's quarterly earnings before services and 6-12 months after, and customer satisfaction (job seeker and employers) with services. The Legislature, SWIB, Commissioners, program directors, and educators already use the annual reports to gain greater understanding about performance and develop policy. As vendor information and more refined regional labor market information are made available, deeper analysis can occur to identify effective and in-effective programs and interventions. As this analysis matures under WIA and the exchange of information expands strategies, plan activities will change to support continued improvement.

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Below is the final proposed performance Standards for WIA Title 1b programs.

ADULT	PY 2000	PY 2001	PY 2002	BaseLine Data	National Average
Entered Employment	64.0%	65.0%	66.0%	60.8%	71.0%
6 month retention	76.0%	78.0%	80.0%	75.5%	78.0%
6 month earnings change	\$4,000.00	\$4,000.00	\$4,000.00	\$4,041.19	\$3,700.00
Credential attainment Rate	50.0%	52.0%	55.0%	Survey	60.0%
Dislocated Workers					
Entered Employment	65.0%	66.0%	67.0%	61.8%	77.0%
6 month retention	83.0%	84.0%	85.0%	82.4%	85.0%
6 month earnings change	92.0%	92.0%	92.0%	96.0%	92.0%
Credential attainment Rate	50.0%	52.0%	55.0%	Survey	60.0%
Youth 19 – 21					
Entered Employment	63.0%	65.0%	67.0%	68.6%	63.0%
6 month retention	60.0%	66.0%	70.0%	54.3%	77.0%
6 month earnings change	\$2,400.00	\$2,450.00	\$2,500.00	\$2,343.50	\$3,150.00
Credential attainment Rate	40.0%	42.0%	45.0%	Survey	50.0%
Youth 14 – 18					
Skill Attainment	72.00%	73.0%	74.0%	SPIR 74.3%	72.0%
Diplomas or Equivalent Attained	55.00%	55.0%	55.0%	None	55.0%
Placement and Retention	54.00%	54.0%	54.0%	None	54.0%
Customer Satisfaction					
Employer	66.0%	67.0%	68.0%	None	66.0%
Participant	68.0%	69.0%	70.0%	None	68.0%

Alaska's proposed performance measures are based upon three factors; past performance in selected JTPA training programs, Alaska's unique economic conditions and the expected national averages from DOL. Of these factors Alaska's economic conditions and past performance are given the most consideration. The national averages provide Alaska a level of comparison to other states and a reference point where no baseline data is available.

Even with near-record low unemployment rates, Alaska's labor market continues to be marked by a labor surplus. The 1999 annual unemployment rate of 6.4 percent was well

above the national rate of 4.2 percent. Twelve of Alaska's labor markets experienced unemployment rates more than twice the national average. Because of Alaska's high unemployment rates, the US Department of Labor designated 22 of Alaska's 26 census areas as labor surplus areas for 1999. Many of Alaska's rural communities also have a significant number of discouraged workers, a factor not accounted for in the unemployment rate.

During the last ten years Alaska's economy has been on a path of slow, steady job growth averaging 1.5% annually. While it has not completely passed Alaska's economy by, the relatively rapid expansion of the nation's job base during the last decade has not been as evident in Alaska. A major reason for Alaska's slower economic growth is the decline in importance of Alaska's major resource industries- oil and gas production, timber, and fishing. The decline of the federal government presence in Alaska, particularly in the first half of the 1990s, has also been a factor. The decline in Alaska's resource industries has put negative pressure on numerous economic indicators. Among them are employment, population, wages and income. Alaska is a laggard compared to other states in terms of employment and wage growth, resulting in negative net migration for five out of the last six years. The immediate outlook for Alaska's resource-based industries is for continued consolidation. These industries are likely to dampen economic growth in the state for at least the next two years.

The driving forces behind the changes in Alaska's resource industries are varied. Declining Prudhoe Bay production has had numerous negative economic effects, among them declining oil and gas and related employment and lower levels of revenues available to state and local governments. In the timber industry, changing land management policies and declining value of forest products have gutted the Southeast Alaska timber industry. In Alaska's fisheries, the once dominant Alaskan salmon has been under competitive pressure from farmed fish, decreasing the value of the fishery. Lower price, combined with historically low harvests in two of the last three seasons, put extreme pressure on salmon harvesters and processors alike. Another important factor, although this has reversed recently, has been the declining presence of the federal government particularly the military.

Cutbacks in oil and timber industry employment have resulted in the loss of a significant number of high-skill/high-wage jobs. At the same time, Alaska's service sector continues to gain momentum. Although the service industry offers jobs at all skill levels and pay ranges, the average wage for workers in this industry is relatively low. The decline in high-wage/high-skill jobs is expected to continue over the next several years.

The 1990's have been a time of significantly slower growth in terms of wages and income relative to the rest of the nation. Average wages, adjusted for inflation, have fallen precipitously. In 1999 dollars, the buying power of the Alaska's average annual wage has fallen by over nine percent since 1990.

From 1972 to 1985 Alaska's per capita personal income ranked number one in the nation. By 1990, Alaska's ranking had slipped to 9th place and 1999 data now puts Alaska in 17th place. Alaska per capita personal income growth ranked 50th in the nation in 1999.

Alaska's proposed entered employment rate for adults is 64%. 64% represents a 3.2% increase above Alaska's baseline rates. In years two and three Alaska proposes 1% annual increases in continuous improvement.

The six-month retention rate for adults is proposed at 76%. Stable employment is a key to economic stability. 76% represents a .5% increase above Alaska's baseline and a commitment to long term employment for Alaska's residents. In years two and three Alaska proposes 2% annual increase in continuous improvement.

The proposed six-month earnings rate for adults is \$4000.00. This rate exceeds the national average by \$300.00. We recognize our transition to a service based economy will manifest itself in lower wages. Our goal in the future is to hold our performance in the face of an apparent wage decline.

Alaska's credential rate is based on Alaska's definition of an employment credential. A telephone survey of training institutions here in Alaska demonstrated that most small institutions had completion rates above 85%. However, the University of Alaska Anchorage, one of the largest institutions serving multiple needs and populations, had a completion rate of 17.8%. Because of the broad range of outcomes, Alaska is proposing a performance rate of 50% for adult and dislocated workers. We propose a 5% increase in continuous improvement in the out years based on clarification of our definition of "credential" with training providers.

The baseline dislocated worker entered employment rate for Alaska was 61.8% The national average was 77%. We propose a performance rate of 65%. Alaska's economic decline is most clearly illustrated in our entered employment rate for dislocated workers. Workers are laid off from positions and simply leave the state in pursuit of work. We nonetheless plan a 1% improvement per year for the first three years.

Our baseline retention rate for dislocated workers is 82.4%. Dislocated workers receiving services are maintaining their employment. The national average for retention is 85%. Alaska proposes a performance standard of 83% in the first year and meeting the national average of 85% by year three.

Alaska's baseline change in earnings rate for dislocated workers is 96%. We believe this is due to the re-organizing and consolidation of several industries. The long-range outlook is for wages to decline as Alaska transitions to a service industry and tourism based economy. Therefore we propose meeting the proposed national averages for replacement of wages at 92% and then holding the line on wage replacement for the first three years.

Alaska's baseline measurement for older youth placement exceeds the national average of 63%. We propose a performance rate of 63%. We expect opportunities for Alaska's youth to improve because of the transition to a service based industry and because of Alaska's aging workforce. However, the implementation of radically new and in some cases non-existent youth programs in Alaska compels us to propose the national average for the first year and then improve our performance by 2% in years two and three.

Alaska's baseline retention rate for older youth is substantially below the expected national average. Several factors contribute to this. Much of the new employment in Alaska is seasonal in nature. Older youth are more likely to accept seasonal employment as they begin their careers. Alaska's baseline data population is small and unable to provide a clear indication of Alaska's future performance. Therefore we see lower rates of retention for Alaska relative to the national average. Nonetheless we recognize the benefit of a stable year-round workforce and we will strive to exceed our baseline performance rates. Therefore our proposed rate of older youth retention is 60%. In support of the effort to provide year round opportunities Alaska will improve performance in year two to 66% and year three to 70%.

Alaska's youth earnings change \$2400.00 for the first two years of WIA implementation. While this is below the national average it is consistent with Alaska's transition to a service based economy which is comprised of lower wage positions. As more youth enter the service industry we expect to see a modest increase in youth earnings for years two and three.

Because of extremes noted in the graduation rates of training institutions Alaska is reluctant to commit to high levels of performance relative to older youth credentialing. We therefore propose a credential rate of 40% for older youth.

Based on Alaska's SPIR data from PY 98 Alaska proposes a skill attainment rate of 72%. The expected national average is 72%. Alaska's SPIR report for youth competencies is within 3 points of the national average. Alaska will pursue a 1% per year improvement in years two and three.

Alaska's diploma or equivalent attained rate has no baseline data. Contact with the Anchorage School District indicates that such information as income relative to school success is not tracked in Alaska. Therefore we will accept the national average as our proposed rate and maintain that level of performance for the first three years.

Alaska's baseline retention rate for youth age 14-18 is a function of serving greater numbers of youth age 17 to 18 who were out of school and does not provide an adequate picture of Alaska's expected performance. Younger youth 14 to 16 are less likely to be successful and will require more support to return to secondary school. As a result Alaska proposes a

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performance rate of 54%. This is consistent with the national average and addresses the structural change in youth services under WIA.

No comparable data was available to establish a baseline for training satisfaction relative to past JTPA services. Nonetheless Alaska expects to satisfy the training needs of both participants and employers. Alaska's customer satisfaction rate is based upon the expected national average. Alaska proposes an initial baseline of 66% for employers and 68% for participants.

K.1. b-ii) compare the State level of the performance goals with the State adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. (Sections 112(b)(3) and 136(b)(3)(A)(ii))

The primary basis of the Alaska Department of Labor and Workforce Development/Employment Security Division (AKDOL/ESD) performance measures will be the 6/12/98 Federal Register notice, titled "Department of Labor, United States Employment Service / Labor Exchange Performance Measures, Part V." Based on the U.S. Department of Labor's Training and Employment Guidance Letter (TEGL) No. 8-99, issued March 3, 2000, which address performance standards, Alaska expects to amend its performance standards through the negotiation process with Region X.

U.S.DOL Proposed FY 2000 Labor Exchange Performance Measures

(from June 12, 1998 federal register)

For Self-service Strategies

Measure	Indicators	Data Source	Baseline
Holdings	Number of job orders and resumes on AJB.	AJB Reports: www.ajb.org/reg/reports	
Users	Number or employers and job seekers using AJB.	AJB Reports: www.ajb.org/reg/reports	
Transactions	Number of job seeker referral requests and employers requesting resumes from AJB.	AJB Reports: www.ajb.org/reg/reports	

For Facilitated Self-help Strategies

Measure	Indicator	Data Source	Baseline
Number of users of self-help service	Number of customers who access self-help resources including limited assistance of knowledgeable staff.		
Customer satisfaction	Feedback on satisfaction with services received and the frequency of use of self-help resources.	Customer survey?	

For Staff-assisted Service Strategies

Measures of job seeker customer services	Indicators	Data Source	Baseline
Entered employment rate	Percent of job seekers securing employment after receiving staff-assisted labor exchange (divided by) total number receiving staff-assisted services.		
Measures of employer customer services			
Job listing return business rate	Number of employers listing more than one job order divided by total number that use staff-assisted job listing services in reporting year.	Internal Natural program	
Business assistance service return business	Number of employers that utilize more than one BAS service divided by number of employers using at least one BAS or place a job order.		
Referral response time	Percent of job orders with referral action within 3 days compared to total number of job orders listed.		
Average time lapse to successful referral	Average number of days from job order open date to hire of agency referred job seeker.		

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Job order fill rate	Number of job orders with an agency placement compared to total number of job orders during the reporting period.		
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System Measures

Measure	Indicator	Data Source	Baseline
Cost per entered employment	Number of entered employment counts divided by total funds to the labor exchange function.		
Duration of benefits compensated	<p><i>Option 1</i> - Duration of benefits compensated for claimants who receive services compared to prior year(s) duration.</p> <p><i>Option 2</i> - Duration of benefits compensated for UI claimants required to search for work (work-test claimants) who receive staff-assisted labor exchange services and enter employment compared to the average duration of benefits compensated to all claimants who are required to search for work.</p>		

Agreement was reached between the Local Workforce Investment Area (AWIA) representatives and the Alaska Workforce Investment Office (AWIO) that core indicators as identified in the WIA would be addressed by the AWIO. The level of performance is based on the past performance of the SDAs' (LWIA) delivery of JTPA (AWIO) services in the last three years. These measurements reflect the past success of the State in the delivery of services. They also provide good information and clear indication that improvement can be made, and will be of value as the State moves in new directions and develops new and creative approaches to service delivery. As the economic environment in Alaska changes, it is important to remember the flexibility the State will need in setting performance standards on an on-going basis in an effort to meet as yet unrealized performance factors. This approach will encourage continued successful program outcomes and provide incentives for creative program development based on the actual needs and choices of the customers we serve. The credential rate (for adults, dislocated workers, and youth ages 19-21) should emphasize the

attainment of credentials based on nationally-recognized, industry-based skill standards and occupational certifications. The youth (ages 14-18) skills attainment rate should emphasize occupational skills attainment based on nationally-recognized industry-based skill standards and occupational certifications.

K.I. c) Adult Education and Family Literacy:

i) include a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and Family Literacy activities, such as a comprehensive performance accountability system, based on the performance measures in §212

Adult Education and Family Literacy

Annual Evaluation

The *Adult Education and Family Literacy Act* requires documented progress of student performance measures to include at a minimum:

- 1) literacy skill level improvements in reading, writing, and speaking the English language, English language acquisition, problem solving, numeracy, and other literacy
- 2) placement in, retention in, or completion of post-secondary education, training or unsubsidized employment or career advancement;
- 3) a secondary school diploma or its equivalent; and
- 4) attainment of student-identified learning goals.

All participating local providers will be required to maintain individual student records. Student records will include all adult learners who have attended at least twelve hours of instruction. Each record must contain: (1) student identification (preferably social security number and date of birth) and demographic information, (2) attendance rates, (3) prior years of schooling, (4) placement level at program entry, (5) initial learning goals, (6) specified pre- and post-testing student information, and (7) entry and update records.

Program effectiveness will be evaluated annually to insure improvement of Adult Basic Education in the following manner:

Monitoring. A local provider self-review instrument to include

review of program quality indicators;
evaluation of program services and activities;
effectiveness of professional development activities; and
student information management system

Statistical Reports. Results at mid-year may indicate need for technical assistance.

Annual (Qualitative) Program Evaluation to include:

- Student Follow-up Studies
- Target Population Impact Studies
- Professional Development

K.1. c-ii) identify levels of performance for the core indicators of performance described in §212(b)(2)(A) for the first three program years covered by the plan (§212(b)(3)(A)(ii)), and any additional indicators selected by the eligible agency (§212 (b)(2)(B))

Core Indicators

The USDOE, Office of Adult and Vocational Education, approved the Alaska ABE program's plan to increase by 2% in FY 2000 the adult learners who move up one or more educational levels (using FY 98 as the comparative year). FY 2000 was considered an interim year. At the time this Unified Plan was being developed, the data from FY 2000 was not available. Primarily because of the unavailability of the data, ABE program leaders requested that the increase for FY 2001 and 2002 remain at 2% and that the four additional educational levels added to the FY 2001 NRS (National Reporting System) be added:

- (1) ABE (Adult Basic Education) Beginning Literacy
- (2) ABE Beginning Basic Education
- (3) ABE Beginning Basic Education
- (4) ABE Intermediate Low
- (5) ASE (Adult Secondary Education) Low
- (6) ASE High
- (7) EL (English Literacy) Beginning Literacy
- (8) EL Intermediate Low
- (9) EL Intermediate High
- (10) EL Low Advanced
- (11) EL High Advanced

Alaska ABE programs will increase by 2 % in FY01 and 02 the percentage of adult learners who will be guided and transitioned into training programs or postsecondary education.

Alaska ABE programs will increase by 2 % in FY 01 and 02 the percentage of adult learners who will be completing program goals and, as a result, transitioning into gainful employment.

Alaska ABE programs will increase by 2 % in FY 01 and 02 the percentage of adult learners who retain employment or advance on the job.

K.1. c-iii) describe how such performance measures will be used to ensure the improvement of Adult Education and Family Literacy activities in the State or outlying area (§224(b)(4))

Performance Measure Assurance

1. On program entry, at least 90% of all adult learners will be pre-assessed for reading, writing, speaking, problem solving, and math skill levels. When possible adult learners will be post-assessed upon exit or annually. The following assessments as well as any other valid assessment tool that the program uses, may be implemented :
 - TABE (Test of Adult Basic Education)
 - SORT (Slosson Oral Reading Test)
 - ESLOA (ESL Oral Assessment)
 - API (Adult Placement Indicator)
 - ABLE (Adult Basic Learning Examination)
 - Official GED Practice Test
 - Laubach Assessments
 - WRAT
 - CASAS
 - READ (Reading Evaluation Adult Diagnosis)
 - Documented Observation
 - Student Interview
2. In FY01-05 programs will implement, as applicable to Adult Education, the Alaska Employability Standards. These standards were developed through the School-to-Work component of the Department of Education and Early Development. The standards were adapted and incorporated into the Alaska Adult Education program standards developed in FY98. Most, but not all, of the standards are applicable to the goals of Adult Education.

A)

A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and life-long learning.

A student who meets this standard should:

- 1) Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self discipline, initiative, reliability, accuracy, productivity, respect and perseverance;
- 2) Understand how to apply skills and academic knowledge in a variety of work settings;
- 3) Understand the process for seeking employment including resume development, application completion, interview skills and appropriate dress for work settings;

- 4) Understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances;
- 5) Understand how an individual job fits into the overall organization and how the organization fits into the overall economy;
- 6) Understand the need for safe practices in workplaces;
- 7) Understand employer and employee rights and responsibilities.

B)

A student should be able to identify career interests and plan for career options.

A student who meets this standard should:

- 1) Identify and appreciate personal interests, aptitudes, abilities, and priorities;
 - 2) Identify possible career options, considering both employment and self employment and understand how changes in the workplace affect career choice;
 - 3) Use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options;
 - 4) Identify education and/or training needed for career options and advancement, and develop a career plan;
 - 5) Identify resources available to support education and training related to career possibilities.
3. Programs will develop more precise methods for measuring adult learner progress. Measures may include:
- 1) Exit interviews of adult learners
 - 2) Phone contacts and mail surveys of adult learners
 - 3) Collaborative agreements to obtain information from training centers, community colleges, Universities, etc.
 - 4) Campaigns to educate adult learners on the significance of providing follow-up information
 - 5) Statewide data obtained from the AKDOL

Vocational Rehabilitation

Rehabilitation Services Administration has not published performance accountability standards for state Vocational Rehabilitation programs. These will be published in the near future. The Division of Vocational Rehabilitation (DVR) has an extensive data system that will ensure accurate accountability. Section M of the Plan, Corrective Action, addresses program

achievements and goals which are expected to closely align with the forthcoming RSA performance standards and indicators.

Vocational Rehabilitation

Rehabilitation Services Administration has not published performance accountability standards for state Vocational Rehabilitation programs. These will be published in the near future. The Division of Vocational Rehabilitation (DVR) has an extensive data system that will ensure accurate accountability. Section M of the Plan, Corrective Action, addresses program achievements and goals which are expected to closely align with the forthcoming RSA performance standards and indicators.

K.1. d) Unemployment Insurance:
i) submit a plan to achieve an enhanced goal in service delivery for areas in which performance is not deficient. Goals may be set at a State's own initiative or as the result of negotiations initiated by the Regional Office.

Unemployment Insurance

The Unemployment Insurance program is thoroughly monitored. A system now known as "UI Performs" encompasses five formal programs that measure and track various aspects of the quality and timeliness of service delivery. Among these programs, the State Quality Service Plan (SQSP) identifies areas of service delivery in which continuous improvement is desirable though current performance is not deficient. Continuous Improvement Plans submitted in the SQSP for this federal fiscal year are below.

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Focus Summary #1	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective #1:</p> <p>Increase weekly benefit amount to equal 50% wage replacement for 2/3 of insured workers. U.S. DOL identified adequate wage replacement as one of several preliminary objectives for program strategic goals to be attained by the end of FY2002.</p> <p>2) Outcome Expected/Target Population: Presently, individuals earning minimum qualifying amount receive 197% wage replacement while those earning \$22,250 receive only a 27% wage replacement. Our goal is to see that workers earning \$15,000 or more annually receive a higher percentage of wage replacement.</p> <p>3) Cost/Benefit Assessment: Our goal is to propose a zero cost plan. Eliminating the dependents allowance for all claimants would represent savings of \$15 million, which could be applied to WBA increase for workers across the board without increasing employer taxes.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none">• Prepare WBA benefit models by 9/30/99.• Prepare Legislative Package (Draft Language & explanatory material) by 10/20/99.• Obtain Governor office support by 11/10/99.• Obtain Sponsor by 11/25/99.• Enact Legislation by 5/20/99. <p>5) Assistance: To be determined</p>	

Focus Summary #2	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective #2:.</p> <p>Improve quality and efficiency in the process of fact-finding to determine claimant eligibility by developing on-line forms, telephone scripts, and reference manuals</p> <p>2) Outcome Expected/Target Population: Employers and unemployed workers will be provided a better opportunity to present facts during the eligibility determination process. Claim examiners and adjudicators will have a valuable tool to assist them in their work, allowing a better measure of job performance and improved adjudication quality</p> <p>3) Cost/Benefit Assessment: The cost of form development and delivery will be offset by a more effective use of time needed to conduct eligibility investigations. Claim examiners and adjudicators will have a valuable tool to assist in their efforts to gather adequate information needed to issue quality decisions. Project is estimated to require three staff months for development and testing.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none">• Develop form templates in HTML format by 12/99• Once template established, develop an inventory of commonly used forms and reformat to HTML by 3/00• Present inventory to Call Centers for input and user testing by 4/00• Have an inventory of on-line forms available to Call Centers by 5/00 <p>5) Assistance: None</p>	

Focus Summary #3	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective: Improve the reliability and stability of Information and Technology System. Agency is currently using a system which combines network computing devices (NCDs) and personal computers (PC's) to provide workers with access to mainframe, Internet/E-mail system, word processing applications, and data management software. Present system structure stability has been less than satisfactory. The Unemployment Insurance Program is dependent on technology to deliver services to the public.</p> <p>2) Outcome Expected/Target Population: Unemployed workers and employers who are serviced by the program will receive more timely, accurate service through better use of existing technology and through acquisition of new technology that enhances program mission.</p> <p>3) Cost/Benefit Assessment: Cost to be determined. Benefits will be derived from a strategic plan for effective use of Information and Technology System.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none"> • Articulate agency vision and align the role of technology to service business objectives of program by 10/99. • Establish goals for improving the efficiency and effectiveness of system operations and, as appropriate, the delivery of services to the public through effective use of information technology by 12/00. • Develop a strategic plan that defines desired architecture and appropriate acquisition of information technology by 03/00. • Compose a business plan to identify services and functions the agency must perform to achieve outcomes defined in strategic plan by 05/00. • Identify oversight process that assigns accountability for plan implementation by 12/00. <p>5) Assistance: None</p>	

Focus Summary #4	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective: Improve response time and efficiency of script for Integrated Voice Response (IVR) in the continued claim filing system with application enhancements. Promote dependability of IVR claim filing system by upgrading existing hardware and software to a Windows NT environment.</p> <p>2) Outcome Expected/Target Population: Claimants who use system to claim weeks of benefits (currently 75+% of all weeks claimed are filed through the IVR system) will hear a script that is easier to understand, gathers necessary information to process claim, and responds more quickly. This, in turn, should reduce call length. Through improving the quality of the information gathered by the IVR system, we hope to authorize benefits faster, with less need for claimants to contact our call centers to provide additional information before their claims can be processed.</p> <p>3) Cost/Benefit Assessment: Cost of enhancements and upgrades are estimated to be \$250,000. Enhancements will benefit claimants using system and Call Center workers who authorize benefit payment. Hardware and software upgrades should reduce downtime due to current issues with memory resources.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none">• Form task force to develop list of enhancements for system by 9/30/99.• Conduct analysis of proposed enhancements to determine feasibility and cost involved by 10/30/99.• Draft a Request to Procure Services to obtain contractor and contract by 1/15/00.• Contractor to start by 2/1/00 and with completion of project by 4/30/00. <p>5) Assistance: None</p>	

Focus Summary #5	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective: Improve the effectiveness of our Worker Profiling System.</p> <ul style="list-style-type: none"> • Program goals are: • Increase the number of UI claimants receiving labor exchange services. • Increase number of UI claimants profiled. • Increase number of profiled claimants returning to suitable employment. • Decrease the amount of time between worker's layoff and receipt of profiling services. <p>2) Outcome Expected/Targeted Population: Unemployed workers and employers who contribute to Alaska's UI Trust Fund will benefit from increased exposure to labor exchange services and decreased unemployment insurance benefit duration.</p> <p>3) Cost/Benefit Assessment:</p> <p>Statewide grant will be used to make improvements to the Worker Profiling Reemployment Services and Unemployment Insurance Reemployment Services programs. Improving the number of individuals receiving labor exchange services will benefit Alaska's employers, its workforce, and reduce the average duration of UI benefits received by UI claimants.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none"> • Appoint Reemployment Services Coordinator, determine performance baseline, and program profiling module by 12/31/99. • Conduct on site office reviews, conduct staff training, update profiling and registration codes by 6/30/00. • Refine profiling model based on indications of performance, initiate second round of staff training by 12/31/00. • Establish performance goals, continue on-site reviews, staff training, and install shared client data system access in Anchorage offices by 7/1/01. <p>5) Assistance: To be determined</p>	

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Focus Summary #6	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<ol style="list-style-type: none"> 1) Objective: Participate in Alaska's Workforce Investment efforts. Determine data elements and performance measures common among Workforce Investment Act partners and applicable to UI program. Determine areas where common data elements are not captured and develop plan to capture common data. Establish baselines of performance in areas common to all Workforce Investment Act partners and applicable to UI program. Once baselines are established, participate in the development of performance goals for unified state workforce plan. 2) Outcome Expected/Target Population: Workers who are unemployed or displaced will be identified and receive assistance to return to suitable work as soon as possible. 3) Cost/Benefit Assessment: To be determined. Goal of process is to establish common data capture methods, open lines of communication and establish realistic performance measures for Alaska's unified workforce plan. Potential costs will include programming, system development and staff training. 4) Milestones/Intermediate Accomplishments: <ul style="list-style-type: none"> • Identify performance measures applicable to various Workforce Investment Act partners by 10/30/99. • Identify existing data capture processes by 10/30/99. • Report summary to be presented to Alaska Human Resource Investment Council by 11/2/99. • Participate in development of a plan to capture data common to all Workforce Investment Act partners by 6/00. • Participate in Workforce Investment Act implementation plan to be submitted by 7/1/00. 5) Assistance: To be determined 	

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Focus Summary #7	
Fiscal Year 2000	Alaska Unemployment Insurance Program
<p>1) Objective: Replace the existing Tax data processing system. The current system is outdated, poorly documented, and incompatible with other UI data processing systems.</p> <p>2) Outcome Expected/Target Population: Moving the tax system from VSAM to DB-2 will make it compatible with other UI systems, allow for the use of modern programming tools, provide much needed program documentation, allow enhancements both during the rewrite and after the project is completed. Design features will include opportunities to exploit on-line processing power, multiple user interfaces (including Internet), and digitizing information/documents for archival and workflow management.</p> <p>3) Cost/Benefit Assessment: The project is expected to take up to three years and cost approximately \$2.5 million dollars. Benefits will be measured in terms of the avoided costs of current system obsolescence, savings in programming expenses due to the application of modern programming tools and documentation, consolidation of some data elements in common databases, and replacement of daily manual processes with automated processes.</p> <p>4) Milestones/Intermediate Accomplishments:</p> <ul style="list-style-type: none"> • Complete Request for Procurement by 9/99. • Distribute Request for Procurement by 10/99. • Hold meetings with Request for Procurement vendors by 11/99. • Award Request for Procurement by 12/99. • Begin project business area analysis (BAA) with contractor by 2/2000. • Complete primary BAA June 2000. The balance of the project is expected to take up to three years with completion targeted for late 2002. <p>5) Assistance: To be determined</p>	

K.1. d-ii) identify milestones/intermediate accomplishments that the SESA will use to monitor progress toward the goals.

Continuous Improvement Plan.

The milestones/intermediate accomplishments that the SESA will use to monitor progress toward the goals are in the following charts.

U.S. Department of Labor Employment and Training Continuous Improvement Plan Milestone Page	State: Alaska	Fiscal Year 2000
<p>Measure Addressed in this Plan: Performance Level: Nonmonetary Determination Quality <u>Current 12/31 3/21 6/30 9/30</u> _69.9%</p>		

Narrative:

Producing continuous improvement in nonmonetary determination quality is an ongoing challenge for Alaska's UI Program. Our Continuous Improvement Plan is one of training, QPI self-appraisal of nonmonetary determinations in the Call Centers determinations conducted on randomly selected biweekly samples, and Central Office validation of the QPI scoring done by the Call Centers. In addition to QPI review and training, we continuously update and improve our basic and advanced nonmonetary training curriculum based in areas of weakness discovered during our quarterly reviews. We continually review our adjudication resources and update them to assist adjudicators in the fact-finding and decision making process. During the next year we plan to develop and implement on-line fact-finding forms to assist adjudicators when they conduct fact-finding.

	Completion Date			
	12/31	3/31	6/30	9/30
Conduct Call Center QPI on a biweekly basis.	O	O	O	O
▪ Validate Call Center QPI and provide feedback to Call Center reviewers.	O	O	O	O
▪ Provide Basic Nonmonetary Determination training to all new staff. (Five day class)	1	1		
▪ Provide Advanced Nonmonetary Determination Workshops with topics derived from quarterly QPI cases.	2	2	2	O
▪ Update Adjudication Resources as needed.	O	O	O	O
▪ On-line fact-finding forms.	3	3		

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U.S. Department of Labor Employment and Training Administration Continuous Improvement Plan Milestone page	State: Alaska		Fiscal Year 2000	
Measure Addressed in this plan: Performance Level: Status Determination Quality <u>Current</u> : 49 out of 60 sample cases passed. <u>Goal</u> : No more than 6 of 60 fail.				
Narrative: New Status Determination Accuracy measures the accuracy of new employer tax determinations. A sample of 1998 determinations revealed weaknesses in the accuracy of employer industry assignment, applicable tax rate and the posting of employer data to account record. In an effort to improve the service provided to Alaska's employers our tax unit restructured the organization of unit and the functions of workers jobs within the unit. Our continuous improvement plan for improving new status determinations includes development of multi-functional workgroups, cross-training, and peer review. New policy and procedural manuals have also been developed.				
Organize workers within unit into multi-functional workgroups. Cross-train individuals within workgroups. Implement a system of peer review with team feedback and follow-up training as needed. Update policy and procedure manuals as needed.	Completion Date			
	12/31	03/31	06/30	09/30
	1			
	O	O	O	O
	2			
O	O	O	O	

U.S. Department of Labor Employment and Training Administration Continuous Improvement Plan Milestone Page	State: Alaska	Fiscal Year 2000
Measure Addressed in this plan: Higher Authority Appeals Timeliness <u>Current Performance Level:</u> 47.9% within 45 days of filing. <u>Performance Goal:</u> 50% within 45 days of filing.		
<p>Narrative: Time Lapse for Higher Authority Appeals is determined by the number of days from the date of request for hearing to the date of the decision.</p> <p><i>For 1998 Performance for Higher Authority Appeals were close to proposed FY2000 criteria. 44% of decisions were within 45 days. 82.7% of decisions were within 75 days and 95.6% of decisions were within 120 days. Our program performance in this area is good. In considering ways to improve performance, we first took a closer look on how we measure our performance. We discovered that the data capture method used to calculate this measure was not working properly. The formula was adding an extra day to the calculation. The formula has been corrected and we expect to see an immediate improvement in timeliness. We also implemented a new method of suspense for scheduling hearings. These two actions will result in an improvement in this measure immediately. No further action is planned at this time.</i></p>		

K.1. e) TANF, outline how the State intends to establish goals and take action to prevent and reduce the incidence of out of wedlock pregnancies, with special emphasis on teenage pregnancies, and establish numerical goals for reducing the illegitimacy ratio of the State for calendar years 1996 through 2005. (§402(a)(1)(A)(v))

TANF

Pregnancy Prevention Plan: The Department of Health and Social Services, Division of Public Health, is providing pregnancy prevention services with the intent of reducing out-of-wedlock and unintended teen pregnancies in Alaska. Services include education and media programs, assistance with family planning, and promoting local partnerships between health and social service agencies to improve serves to clients at risk for unplanned pregnancy.

K.1. f) SCSEP, specify the number of authorized employment positions under the program, the number of unsubsidized placements to be achieved during the funding period and the number of enrollees to be served during the program year.

SCSEP

The ACoA funding which provides 203 to 214 Senior Community Service Employment positions statewide. The goal of the ACoA is to place a minimum of 41 persons (20%) into unsubsidized employment and to serve a minimum of 40% more enrollees than authorized positions each fiscal year. The SCSEP has traditionally served 150% enrollees over the positions authorized.

The ACoA seeks to provide SCSEP resources throughout all regions of Alaska and reviews the equity distribution annually.

COMMON PERFORMANCE GOALS

The State has not yet developed any common performance goals applicable to multiple programs.

L. Data Collection

STATE COLLECTION AND VALIDATION OF DATA

The Alaska Department of Labor and Workforce Development, Research and Analysis Section currently conducts performance measures analyses of Alaska training programs and providers as required by AS 44.19.626. Employment status and earnings of program participants before and after completion of the programs are calculated using Alaska UI wage records. A report showing the percent of program participants that are working and their total, average and median earnings is prepared. In future years, this same system will monitor the performance outcomes of each individual public and private training provider for any quarterly time period before and after training.

Two annual reports have been prepared to date and provide performance outcome information for:

- The Alaska Technical Center in Kotzebue
- The Alaska Vocational Technical Center in Seward.
- All University of Alaska Vocational Education Programs throughout Alaska.
- All JTPA programs.
- The Alaska State Training and Employment Program (STEP), funded by a percentage of employee contributions to the Alaska unemployment insurance trust fund
- The NAFTA/TAA program
- The Alaska Work Search Program, a four-week program intended to help Temporary Assistance (ATAP) clients in their efforts to obtain and keep a job.

Other administrative records, such as Alaska unemployment insurance claims, Alaska Permanent Fund Dividend files, voter registration files, and driver's license records are available in order to determine whether unemployed program participants are still in Alaska. In addition, a data sharing agreement is in place with Washington State in order to track training program participants that move to Washington State.

L.1. a) Perkins III and Tech-Prep :
i) describe how data will be reported relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations. (§122(c)(12))

Perkins III and Tech Prep

The Alaska Department of Education & Early Development (EED), as the eligible State agency to receive Perkins funds, will coordinate with the Alaska Department of Labor and Workforce Development to use the data collected per AS 44.19.626 and the EEDs End-Of-Year Performance Report as its primary strategies for ensuring that local recipients collect and report complete, accurate, and reliable data. All sub-grantees are required to submit an annual

performance report describing program improvements and appropriate data related to the required core indicators. Periodic monitoring of the End-Of-Year Performance Reports will be done by EED, and program or auditing staff will conduct random checks of source data.

L.1.a- ii) describe how the data reported to the eligible agency from local educational agencies and eligible institutions under Perkins III and the data you report to the Secretary are complete, accurate, and reliable. (§122(c)(20))

EED staff will continue to seek opportunities to work with AKDOL, the University system and other postsecondary providers to develop electronic reporting systems that are consistent across the state, and shared among providers. Data collection and reporting for tech prep components will align with secondary schools reporting as per the EEDs emerging Online Alaska Student Information System. The EED will continue to be a fully participating member of these discussions and plans, with particular emphasis on ensuring the potential for future cross-walking of secondary data with postsecondary program data.

L.1.b) WIA Title I and Wagner-Peyser Act and/or Veterans Programs, describe the common data collection and reporting processes to be used for the programs and activities described in ~ 112(b)(8)(A).

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

The implementation of the new Management Information system (METSYS) should provide the State with more timely and focused information related to performance. Staff will routinely monitor the performance of the Local Boards to identify performance and activities that are not reaching expectations. In this way, the AWIO will endeavor to identify and resolve performance deficiencies prior to them becoming significant problems. Staff will work with appropriate persons within the local boards to identify the factors that might be adversely affecting performance and will assist in developing alternative courses of action to resolve the problems. Additionally, staff will provide follow-up oversight to ensure the actions taken have had the desired effect upon performance.

The Wagner-Peyser/Veteran Program does not use the MetSYS system. W-P programs will continue to utilize the DB-2 mainframe system for data collection, storage and maintenance. Even the self registration system now under construction, and the proposed employer registration systems will only utilize the Internet as an access portal. The data will be transferred to and maintained in the DB-2 system.

Data for each workforce development partner is maintained in the AWIO management information system. Selected data elements for each program participant exiting programs will be transmitted to AK DOL Research and Analysis on a quarterly basis from the AWIO for matching with UI wage records and for calculation of performance measures. Data elements transmitted to Research and Analysis include: participant SSN, program title, exit date, termination reason, activity code, labor force status, and age at time of enrollment.

Matched records will be returned to the AWIO for inclusion in its management information system along with relevant items for the WIASRD.

Historical Alaska UI wage records files are maintained at Research and Analysis along with employer reported occupation, place of work and other administrative records that will assist in identifying program participants that are still living in Alaska. Research and Analysis will also conduct matches of wage records with other states or agencies as required.

The One-Stop partners have identified eleven common data elements. These elements include:

- Last Name
- First Name
- Middle Name
- Social Security Number
- Date of Birth
- Gender
- Race/Ethnicity
- Address
- City
- State
- Zip

Each of these data elements will be collected and shared by all the partner agencies. Additional data elements necessary to a specific program will be collected by that program at the point of registration and eligibility. The MetSYS system is the WIA core case management and reporting system for WIA Title I programs. It will be used for data collection by WIA Title I. Research and Analysis of the Department of Labor will provide data analysis support to state Labor programs identified in the plan.

At this time there is no common reporting process developed. The SWIB will work with the partners to design a broad system compatible to the basic needs of all the partners.

- L.1. c)*** Food Stamp Employment & Training , *describe how employment and training data will be compiled and where responsibility for employment and training reporting is organizationally located at the State level. Include the department, agency, and telephone number for the person(s) responsible for both financial and non-financial E&T reporting.*

Food Stamp Employment & Training

The department, agency, and telephone number for the person(s) responsible for both financial and non-financial Employment and Training reporting is below.

Department of Health & Social Services

Division of Public Assistance

(907) 465-3341

Jim Dalman, Chief of Program Support (non-financial matters)

Department of Health & Social Services

Division of Public Assistance

(907) 465-3348)

Randy Moore, Administrative Officer (financial matters)

Food Stamp employment and training data is compiled from the program's eligibility information system. Financial and non-financial (data) reporting is the responsibility of the State's Division of Public Assistance.

Adult Education and Family Literacy

Below are tables indicating proposed increases in students' measurable gains. The tables show an increase of 2% per year for FY 2001, 2002, and 2003 over the baseline year, FY 1999. The data is based on the 6,312 full-time ABE students reported in FY 1999 who advanced to a higher educational level within the program year. The ABE State Program Director determined to cap the proposed baseline at 50%. As of this writing (May 2000), Title 1 WIA partners are still negotiating their proposed performance outcomes for FY 2001 and FY 2002 so no comparisons can be made.

Adult Education and family Literacy

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.		
Performance Measures	Year 2	Year 3
Beginning Literacy ABE The percentage of adult learners enrolled in Beginning Literacy ABE who completed that level. <small>(# completed level ÷ # enrolled = completion rate)</small>	50 % of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	52 % of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
Beginning Basic Education ABE The percentage of adult learners enrolled in Beginning Basic ABE who completed that level. <small>(# completed level ÷ # enrolled = completion rate)</small>	32 % of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	34 % of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level. <small>(# completed level ÷ # enrolled = completion rate)</small>	36 % of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	38 % of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.
High Intermediate ABE The percentage of adult learners enrolled in High Intermediate ABE who completed that level.	36 % of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	38 % of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

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(# completed level ÷ # enrolled = completion rate)	skills needed to complete the level.	skills needed to complete the level.
Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.		
Beginning Literacy (ESL) The percentage of adult learners enrolled in Beginning Literacy ABE who completed that level. (# completed level ÷ # enrolled = completion rate)	50 % of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.	52 % of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level.
Beginning ESL The percentage of adult learners enrolled in Beginning ESL who completed that level. (# completed level ÷ # enrolled = completion rate)	50 % of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	52 % of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level.
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed that level. (# completed level ÷ # enrolled = completion rate)	41 % of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	43 % of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the level.
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed that level.	41 % of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking,	43 % of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills

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(# completed level ÷ # enrolled = completion rate)	listening, reading and writing) needed to complete the level.	needed to complete the level.
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Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.		
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed the level. (# completed level ÷ # enrolled = completion rate)	40 % of low advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	42 % of low advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed the level. (# completed level ÷ # enrolled = completion rate)	40 % of high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.	42 % of high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who complete the level. (# completed level ÷ # enrolled = completion rate)	50 % of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	52 % of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.		
Placement in Postsecondary Education or Training.	Year 2	Year 3
<p>The percentage of adult learners (with a goal of advanced education or training) who entered postsecondary education or training.</p> <p>(# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)</p>	<p>10 % of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.</p>	<p>12 % of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.</p>
<p>Placement in unsubsidized employment</p> <p>The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after program exit quarter</p> <p>(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # not employed adults, at entry, with an employment goal = employment rate)</p>	<p>10 % of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.</p>	<p>12 % of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.</p>
<p>Retention in Unsubsidized Employment</p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program.</p> <p>Note: Relevant adults are defined as:</p> <p>1. Those enrolled adults</p>	<p>10% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.</p>	<p>12% of the relevant enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.</p>

<p>employed at program entry with a job retention goal;</p> <p>2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after exit quarter.</p> <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)</p>		
<p>Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.</p>		
<p>High School Completion</p> <p>The percentage of adult learners, with a high school completion goal, who earned a high school diploma or recognized equivalent.</p> <p>(# adult obtaining high school credential ÷ # adults with high school completion goal = high school completion rate)</p>	<p>28 % of adults with a high school completion goal will earn a high school diploma or recognized equivalent.</p>	<p>30 % of adults with a high school completion goal will earn a high school diploma or recognized equivalent.</p>

Alaska ABE programs will also increase by 2 % in FY00 and 01 the percentage of adult learners who

- a) will be guided and transitioned into training programs or postsecondary education;
- b) will be completing program goals and, as a result, transitioning into gainful employment; and
- c) who retain employment or advance on the job.

It has been difficult to collect significant amounts of student data after students have left programs. The nature of Alaska's local programs is open entry/open exit, which has complicated this collection of data even further. However, in the spring of FY 2000 the State DOL ABE office submitted the first list of student social security numbers to the State DOL data processing division and expect to submit a larger listing in the summer of FY 2000.

Performance Measure Assurance

On program entry, at least 90% of all adult learners will be pre-assessed for reading, writing, speaking, problem solving, and math skill levels. When possible adult learners will be post-

assessed upon exit, annually, or after a specified number of instructional hours. At least one of the standardized assessments prescribed in the FY 2000 National Reporting System (NRS) report must be used for pre- and post-assessing students. Listed below are examples of assessments. These or any other valid assessment tool may be implemented:

- TABE (Test of Adult Basic Education)
- SORT (Slosson Oral Reading Test)
- ESLOA (ESL Oral Assessment)
- API (Adult Placement Indicator)
- ABLE (Adult Basic Learning Examination)
- Official GED Practice Test
- Laubach Assessments
- WRAT
- CASAS
- READ (Reading Evaluation Adult Diagnosis)
- Documented Observation
- Student Interview

In FY01-04 programs will implement, as applicable to Adult Education, the Alaska Employability Standards. Programs will develop more precise methods for measuring adult learner progress. Measures may include:

- Exit interviews of adult learners
- Phone contacts and mail surveys of adult learners
- Collaborative agreements to obtain information from training centers, community colleges, Universities, etc.
- Campaigns to educate adult learners on the significance of providing follow-up information
- Statewide data obtained from the AKDOL

Program data regarding job placement, job retention and changes in the status of students' dependence on public assistance is less reliable since Adult Education has not historically been a job-training program. The AKDOL Office of Adult Education is in the process of providing support for all local programs to implement a comprehensive database reporting system. Information on systems that enable local programs to collect and report student progress and outcome measures is being disseminated to all local programs. Programs are being encouraged to obtain or develop software that will provide student, class, and program reports in a way that will enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. One of the considerations for the Request for Proposal for ABE programs requires a good student information tracking system. State ABE staff is being offered training on implementing the new National Reporting System (NRS) is being offered in the spring of fall of 2000.

Adult Basic Education (ABE) selected FY98 as the baseline year for measurement. Statewide data indicated that measurable gains of the 6,505 full-time ABE students, *i.e.*, students moving from one level to a higher level within the program year, were as follows:

- 1) Beginning Literacy (ABE)---16%;
- 2) Beginning ABE---35%;
- 3) Intermediate ABE---35%;
- 4) Beginning Literacy English as a Second Language (ESL)---33%;
- 5) Beginning ESL---36%;
- 6) Intermediate ESL---37%;
- 7) Advanced ESL---33%.

New ABE standards indicate that students will increase measurable educational outcomes by 2% in FY00, 01, and 02. The expectation FY00 is 37% of all enrolled Beginning ABE students will advance at least one educational level. Of the number of enrolled students, 2% more will advance than in FY98. The standards will be re-assessed for FY04 and 05. Program data regarding job placement, job retention and changes in the status of students' dependence on public assistance is less reliable since Adult Education has not historically been a job-training program. It has been difficult to collect significant amounts of student data after students have left programs. The nature of Alaska's local programs is open entry/open exit, which has complicated this collection of data even further.

The AKDOL Office of Adult Education is in the process of providing support for all local programs to implement a comprehensive database reporting system. Information on systems that enable local programs to collect and report student progress and outcome measures is being disseminated to all local programs. Programs are being encouraged to obtain or develop software that will provide student, class, and program reports in a way that will enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. One of the considerations for the Request for Proposal for ABE programs requires a good student information tracking system.

COMMON DATA ELEMENTS AND REPORTING SYSTEMS

State System

The Alaska Department of Labor and Workforce Development, Research and Analysis Section maintains a comprehensive UI wage record and Alaska administrative record database. All data elements are linked by social security number. All training provider records contain the start and ending date of the training or service provided along with demographic characteristics of the program participant. The type of training provided is currently being collected.

The implementation of the new Management Information system (METSYS) should provide the State with more timely and focused information related to performance. Staff will routinely monitor the performance of the Local Boards to identify performance and activities that are not reaching expectations. In this way, the AWIO will endeavor to identify and resolve performance

deficiencies prior to them becoming significant problems. Staff will work with appropriate persons within the local boards to identify the factors that might be adversely affecting performance and will assist in developing alternative courses of action to resolve the problems. Additionally, staff will provide follow-up oversight to ensure the actions taken have had the desired effect upon performance.

Senate Bill 334, State Training Programs (Chapter 85, SLA98, 6/11/98), identifies the Research and Analysis unit of the Alaska Department of Labor and Workforce Development as the designated data collection and reporting entity.

M. Corrective Action

State Corrective Actions

Alaska Law and the Act provide sanctions and incentives to improve program and vendor performance. The Act outlines corrective action procedures for the Governor, Boards, and responsible agencies. The State and Local Boards provide oversight and will make corrective recommendations to the appropriate program for improvement. Corrective actions will be taken to improve program performance by the responsible state agency. Corrections may involve requesting waivers from the Secretary. If performance falls short of expectations the remedies outlined in the Act will be followed. Incentives will be developed to reward good performance. If program performance can not be achieved the SWIB will provide recommendations to the Governor and Legislature for necessary changes.

Under Title I of the WIA, on site technical assistance will be provided by the Alaska Workforce Investment Office, as needed. AWIO performed similar activities under the former Job Training Partnership Office and are knowledgeable and versed in providing technical assistance to the local organizations. Additionally, the State will call on the resources of the regional federal office, as necessary, to provide technical assistance in more challenging situations.

The WIA Title I and Wagner-Peyser Act and/or Veterans Programs

Corrective action for the WIA Title 1B programs in Alaska will be taken if a Local Workforce Investment Area's performance falls below 80% of the negotiated performance level. Corrective action will include monitoring and oversight of the Local Workforce Investment Area's overall performance, technical assistance to address specific deficiencies and reorganization if the deficiencies are not corrected. Alaska intends to use its new data collection system to monitor closely the performance of Local Workforce Investment Areas and provide local management with regular reports on their progress and areas needing improvement based on the negotiated performance levels.

- M.1.a)** Vocational Rehabilitation, *include the results of an evaluation of the effectiveness of the vocational rehabilitation program, and a report jointly developed with the State Rehabilitation Council (if the State has a Council) on the progress made in improving effectiveness from the previous year including:*
- i) an evaluation of the extent to which program goals were achieved and a description of the strategies that contributed to achieving the goals.*
 - ii) to the extent the goals were not achieved, a description of the factors that impeded that achievement.*
 - iii) an assessment of the performance of the State on the standards and indicators established pursuant to section 106 of the Act. (§101(a)(15)(E)(i))*

Vocational Rehabilitation

Program Achievement and Goals

The Alaska Division of Vocational Rehabilitation (DVR) has adopted a business approach to measuring the success of the agency's performance. Success is measured by the "bottom line" and in 1999 500 people with disabilities were successfully employed earning an average of \$19,000 annually. Last year's performance falls below the average of 551 individuals successfully employed over the past five years. One reason for the reduced number of successful closures may be the result of focusing more on career training for individuals with more significant disabilities.

The average annual earnings of \$19,000 in 1999 of those served who were successfully employed compares favorably to the average annual earnings achieved in 1998. The earnings capacity of persons served by the DVR was increased by 64% at the time of closure from their earnings level at the time of application for services.

The DVR served 4,500 people with disabilities in 1999 and developed 967 new Individualized Plans for Employment.

Overall, goals for 1999 set by the DVR were met. A recap of the 1999 goals and achievements is as follows:

- 1) **Compliance with Informed Choice Provisions of the Rehabilitation Act** – Significant strides have been made to change the DVR system of service delivery to be more directed and controlled by individuals with disabilities.
- 2) **Achievements include** - the expanded availability of Field Warrants, simplified procedures for purchasing services, revision of Individualized Plan for Employment and on-site vocational assessments.
- 3) **Integration of Services within Job Center Job Centers** – The DVR has taken a leadership role in shaping the direction and design of the Alaska Job Center Network. DVR has a significant presence in most of the One Stops across the State. In areas where DVR is not co-located in a One Stop, a coordinated effort has been clearly established through a Memorandum of Understanding.
- 4) **Improved Customer Services** – Services to individuals with disabilities have been improved by redesigning DVR services to make the person with a disability receiving services the driving force in the rehabilitation process.

All services provided by, and administrative processes of, the Alaska Division of Vocational Rehabilitation is designed to meet the standards and indicators proposed by the Rehabilitation Services Administration. In 1999, the DVR exceeded the minimum requirements stated in the proposed standards and indicators.

The State's Rehabilitation Council, Governor's Committee on Employment and Rehabilitation of People with Disabilities (GCERPD) reviewed the progress of the Committee goals in December 1999.

Goal 1: Jointly develop goals and priorities with the Division

Participate with DVR Administrative staff in training designed to assist the Division and Committee establishes future goals based on performance outcomes.

Participate in DVR Administrative staff meetings to discuss goals and overall program direction.

Assign Committee Member(s) as liaison with DVR policy development staff.

Actively participate with the Division in development of the State Plan.

Objectives were completed and ongoing. The entire GCERPD and DVR Management and Administrative staff participated in a goals and objectives planning session in Anchorage in May of 1999. In November, DVR Management and Administrative staff, invited guests, consumers and the GCERPD Executive Committee met again in Anchorage to outline the Division's five-year plan.

The Committee participated in the development and review of the State Plan and Unified State Plan. Recommendations were offered, and the Division made modifications. Alaska is one of the few, if not the only state, where the Committee has sign off authority with the Division on the State Plan

Goal 2: Coordinate and develop liaisons with other statewide councils and entities.

Goal was completed. The Committee developed liaisons with the Statewide Workforce Development Board, Alaska Human Resource Investment Council, Governor's Council on Disabilities and Special Education and the State Mental Health Planning Council. The Division Director is actively involved in many of the above mention councils.

Goal 3: Assist Committee members with learning their new roles and responsibilities.

This goal was completed by developing an operations manual for committee members that outlines mission, purpose and responsibilities; participation in training conducted by the Rehabilitation Services Administration; representatives of the Committee attended the 1999 National Association of Governor's Committees meeting, and further committee training was conducted by a training consultant to clarify roles and responsibilities of committee members.

Goal 4: Promote public awareness of the employment of individuals with disabilities.

Goal is in progress and ongoing. The Committee was involved in one of the Division's job fairs that not only significantly increased public awareness, but also resulted in numerous job interviews and placements for disabled Alaskans. A biannual newsletter "Hire Ability" was distributed while the television and radio announcements are still being developed.

The Committee hosted an annual awards luncheon that recognized exceptional consumers, employers and rehabilitation professionals throughout Alaska. Committee members and DVR staff participate in the “Not a Ticket Program” where notices are placed on cars parked illegally in accessible parking areas. Promoting public awareness by the Committee appears successful, as there has been a significant increase in the number of individuals who have participated in public testimony, which is conducted at each quarterly meeting during 1999.

Goal 5: Review and analyze the Alaska Workers’ Compensation system to determine if the process can be streamlined.

Goal is ongoing. The committee met with the Director and other staff of the State Workers’ Compensation Division to learn the process and timelines of the system. Having gained a greater understanding of the process, the Committee is determining the appropriate measures to proceed.

Goal 6: Assess consumer satisfaction and employment outcomes.

Goal is completed. The Evaluation Committee worked with Division staff to develop a meaningful consumer satisfaction survey and the instrument was distributed to a targeted population. The results of the survey were tallied and analyzed by Division staff. Almost all of the responses indicated High Acceptable or Acceptable consumer satisfaction of services with the exception of “Awareness of the Client Assistance Program” which received a minimally acceptable rating.

Goal 7: Determine consumer satisfaction with delivery of services by frontline Division staff.

The committee was unable to evaluate this effectively and decided to discontinue the goal

Goal 8: Monitor timeliness of vendor and client payment reimbursement.

Goal accomplished when the Division consolidated with DOLWD in July 1999, two accounting positions were transferred back to the Division, thus decreasing the time for vendor payments to be processed.

Goal 9: Broaden both public and Committee awareness of assistive technology.

Goal completed and ongoing. The Assistive Technology Coordinator participates in each quarterly Committee meeting and presents new technology training.

GCERPD Goals for 2000:

- 1) Jointly conduct a comprehensive, statewide assessment identifying the rehabilitation needs of individuals with disabilities residing in Alaska.
- 2) Based upon the analysis of needs, identify the goals and priorities of the State in carrying out the vocational rehabilitation program.
- 3) Based upon program outcomes, determine a means of evaluating the effectiveness of the vocational rehabilitation program.
- 4) Promote public awareness of the employment of individuals with disabilities.
- 5) Bridge the gap between service providers and employers. Provide training to develop a better understanding of the needs of local employers and businesses.

In November of 1999, Division staff, GCERPD executive committee members, and consumer guests identified several goals in a joint 5-year planning meeting. A goals priority meeting is scheduled to determine action steps and feasibility of the goals outlined. The areas of concentration are Public Relations, Human Resources, Service Delivery and General/Leadership.

M.I. b) Unemployment Insurance, explain the reasons for the areas in which the State's performance is deficient. If a plan was in place the previous fiscal year, provide an explanation of why the actions contained in that plan were not successful in improving performance and an explanation of why the actions now specified will be more successful

Unemployment Insurance

The State of Alaska Unemployment Insurance program was not identified by the Regional Office as failing to meet any current performance standards at this time. Continuous Improvement Plans currently in effect are expected to meet future changes in measures of performance expectations – see Section K for details.

N. Waiver and Work-Flex Requests:

The state may request waivers as part of the unified plan in the future. Initial waiver requests have not been identified or developed.

Appendices

APPENDIX 1

Memorandum of Agreement (MOA)

Memorandum of Agreement (MOA) between the Alaska Department of Labor and Workforce Development, the Alaska Human Resources Investment Council and the U.S. Department of Labor, Veterans' Employment and Training Service

I. Preamble.

In accordance with the Workforce Investment Act of 1998, Section 322, this Agreement between the Alaska Department of Labor and Workforce Development, the Alaska Human Resources Investment Council and the Secretary of the Department of Labor (DOL), through the Veterans' Employment and Training Service (VETS), specifies the provision of services to veterans, the roles and responsibilities of the Workforce Investment Act of 1998 (WIA) service providers, and the integration of Disabled Veteran Outreach Program (DVOP) specialists and Local Veteran Employment Representatives (LVERs) into one-stop delivery systems and other Service Delivery Points (SDPs) within the State of Alaska. The agreement has been developed to assure coordination and avoid duplication at the service delivery points. The agreement extends the historical preferential precedents for veterans and other eligible persons to the State Workforce Investment System. In administering veterans' service programs under Chapter 41 and 42 of Title 38 United States Code, the Alaska Department of Labor and Workforce Development, Employment Security Division, will undertake the functions described in this Agreement.

II. Scope.

The parties to this document agree and resolve to maximize services to veterans following the priority to veterans described in Title 38, U.S. Code Chapters 41, 42 and 43; Chapter IX, Code of Federal Regulations, codified at 20 CFR 1001.100 et seq. and the Special Provisions of the DVOP/LVER Grants, through their cooperation in activities and staffing at one-stop delivery system sites.

III. Purpose of Job Center Delivery Systems.

The Alaska Department of Labor and Workforce Development, Employment Security Division, and VETS agree that the one-stop delivery systems will integrate fully the multiple career development services provided to veterans. One-stop delivery system veteran customers will be provided the full array of services available within the system, empowered with customer choice and customized access to those services which satisfy their individual needs for career development. Access to the system will be provided universally to assure customers that there is no wrong door. In the provision of these services veterans' priority will be followed in accordance with Title 38, U.S. Code, Chapters 41 and Chapter IX, Code of Federal Regulations,

codified at 20 CFR 1001.100 et seq., and the provisions of the DVOP and LVER grants. The LVER and DVOP program will also facilitate veteran access to all the WIA employment and training programs, as required by Section 112 (b) (17)(B) of the Workforce Investment Act of 1998.

IV. Components and Activities.

The following outline reflects the elements of universality, customer choice, integration and performance which have been identified as key factors for the efficient functioning of one-stop delivery systems in the Workforce Investment system. These elements are applicable to all the program components and activities listed below and relative to priority services for veterans and other eligible persons.

A. INTAKE, ASSESSMENT and REGISTRATION

1. Universality. Veterans will be allowed to register at all locations at which registration is offered, using standardized data elements as prescribed by Federal guidelines. Individual needs of veterans may be assessed to access core services, intensive services, and training services, as needed, in all one-stop delivery systems, to determine the appropriate level of services to be provided. If veterans' needs cannot be met at the point of intake, veterans will be referred promptly to the appropriate service provider. Access to a veterans' representative will be provided through the one-stop delivery system, if requested by a veteran.
2. Customer Choice. Veterans will be encouraged by one-stop delivery system staff to self-identify in order to establish their eligibility for priority services. Veterans will be provided the options to:
 - a) register for core services
 - b) request assessment for intensive services; and/or
 - c) request assessment for training services as appropriate to meet their needs.Veterans will be provided maximum access to America's Labor Market Information System (ALMIS) including both printed and electronic data.
3. Integration. Qualified veterans will be provided priority in all services provided under the Wagner- Peyser Act at the point of intake and in assessment for all services.
4. Performance. Performance will be measured by comparing needs of veterans as identified at the point of intake with the service provided at the point of exit. Measures of performance will be client-centered and outcome-oriented and will include timeliness of services provided. Measures of Performance for veterans' services will be negotiated between VETS and AkDOL&WD, Employment Security Division.

B. MEDIATED and NON-MEDIATED SERVICES IN PLACEMENT, DEVELOPMENT OF JOBS and JOB TRAINING OPPORTUNITIES.

1. Universality. Veteran one-stop delivery system customers assessed as being "job ready" will be provided with priority access to job information services, including all types of job referrals. In those instances where appropriate job listings are not available, veterans will be instructed in the use of self-directed job search techniques and technology.

Veterans who are unsuccessful in accessing job opportunities will be identified and provided job development services.

2. **Customer Choice.** Veterans will be provided with maximum access to labor market information. Services provided will be customer driven. Where available, veterans will be trained in the use of technology, Internet resources, and other career information delivery systems including ALMIS.
3. **Integration.** DVOP and LVER staff will provide technical assistance and staff training to one-stop delivery system staff relative to programs, resources and the priority of services for veterans. LVER staff, as functional supervisors for veterans' services, will make recommendations to one-stop delivery system operators for improvements in services to veterans. DVOP and LVER staff will, where feasible, provide direct services or assist one-stop delivery system staff in the provision of priority services for veterans under the Wagner- Peyser Act.
4. **Performance.** The Alaska Department of Labor and Workforce Development, Employment Security Division, will be responsible for assuring priority services for veterans leading to achievement of performance standards for veterans' services within the one-stop delivery system. Measures of Performance for veterans' services will be negotiated between VETS and the AkDOL&WD, ESD.

C. OUTREACH/OUT-STATIONING (ASSIGNING) OF LVER/DVOP STAFF

1. **Universality.** LVER and DVOP staff will provide outreach services to veterans at Service Delivery Points (SDPs) that have no LVER or DVOP assigned. However, DVOP staff assigned to these one-stop delivery systems may not be used to fulfill the mandated out-stationing (assigning) requirement of 38 U.S.C. Chapter 41. Outstation sites may include Transition Assistance Program (TAP) sites, Department of Veterans Affairs (DVA) facilities, or other sites, as appropriate and agreed to. All out-stationing (assigning) sites of LVER and DVOP staff will be coordinated with the State VETS Director. DVOPs and LVERs are to conduct outreach to employers, community agencies, veterans' organizations, etc. and share the information gained from these contacts to Service Delivery Point staff.
2. **Customer Choice.** Veteran customers will be provided with options to obtain assistance at assign (out-station) sites, during scheduled outreach visits, at full-service centers, or by electronic access from other access points. Other organizations and agencies should be encouraged to establish America's Job Bank Internet Access Zones.
3. **Integration.** Out-station (assigned)/Out-reach sites will be encouraged to enter into formalized Memorandums of Understanding (MOU) to define the range of services available to veteran customers and the responsibilities of DVOP and LVER staff providing such services. MOUs will assure that veterans are provided priority in the services available at the service delivery point (sdp).
4. **Performance.** Measures of performance will include an annual assessment by the State VETS Director of all formal and informal agreements established to facilitate priority of

services for veterans in one-stop delivery systems, including out-station (assigned) and out-reach sites.

D. FEDERAL CONTRACTOR PROGRAM (FCP) and VETERANS' PREFERENCE for FEDERAL JOBS

1. **Universality.** Federal Contractor Program job information and listings of Federal jobs will be available at all one-stop delivery systems, in coordination with the DVET. LVER staff will provide training to one-stop delivery system staff relative to the Federal Contractor Job Listing Program and Complaint systems as well as the Federal employment opportunities for veterans. Where feasible, the one-stop delivery system will establish an America's Job Bank (AJB) Access Zone using Internet technology to provide access to Federal Contractor and Federal Agencies job listings. One-stop delivery system staff, in cooperation with LVER, will promote the establishment of AJB Access Zones at other Community Based Organizations and Department of Veterans Affairs offices.
2. **Customer Choice.** Veterans will be provided Federal Contractor Program and Federal job information, including information relative to filing complaints with the State VETS Director. Federal Contractors and Federal Agencies will be provided with recruitment assistance in accordance with their obligation for Affirmative Action and veterans' preference requirements pursuant to 38 U.S.C., Chapter 42.
3. **Integration.** The FCP and Federal job opening listings will be integrated into all one-stop delivery systems to assure that veteran customers, Federal Contractors and Federal Agencies have full access to jobs listings, qualified applicants and program information. Veterans will be provided information in the filing of complaints as necessary. LVER and DVOP staff will provide technical assistance and staff training to one-stop delivery system staff relative to Federal Contractor Programs.
4. **Measures of Performance.** Performance will be measured by surveying customer satisfaction with FCP assistance provided by one-stop delivery system staff, and by evaluation of the quality and timeliness of services provided by LVER/DVOP staff.

E. CASE MANAGEMENT SERVICES FOR TARGETED VETERANS

1. **Universality.** Case Management services for targeted veterans will be provided by LVER and DVOP staff and appropriate one-stop delivery system staff. These Case Management services will parallel similar services provided for other customers within one-stop delivery systems.
2. **Customer Choice.** Case Management services for targeted veterans will be client focused and client driven. Targeted veterans will be provided choices based upon need and the resources available to meet those needs. When necessary and when appropriate, clients will be assisted in accessing resources outside the one-stop delivery systems.
3. **Integration.** Case Management services for veterans through the LVER and DVOP staff will include the resources of the one-stop delivery system and the Department of Veterans Affairs Vocational Rehabilitation & Counseling (VR&C) system. The Veterans' Employment and Training Service (VETS) will define the procedures and

services to be provided to targeted veteran clients who are case managed. Case Management training at the National Veterans Training Institute (NVTI) will be requested for those one-stop delivery system staff, DVOP staff and LVER staff who will be providing case management services to veterans.

4. Performance. Measures of Performance will track veterans who have been referred to the one-stop delivery system for Case Management Services by the DVA. Measures of Performance will include the number of such veterans referred, the number of such veterans entered into case management, and the outcomes resulting from case managed systems. Common definitions of data will be negotiated between VETS, the one-stop delivery system administrator and the DVA VR&C to insure standardized reporting of outcomes by each system.

F. ROLE AND RESPONSIBILITIES OF PUBLIC EMPLOYMENT SERVICE MANAGEMENT AND STAFF IN THE PROVISION OF SERVICES TO VETERANS


1. Universality. As part of the local Memorandums of Understanding (MOUs), LVER and DVOP staff can receive guidance from the one-stop delivery system operator. However, compensation, personnel actions and terms and conditions of employment, including performance appraisals and accountability of merit-staff employees will remain under the authority of the State Agency. LVERs assigned to one-stop systems will monitor and provide quarterly reports to their one-stop delivery system operator on the universality of veteran services provided by one-stop delivery system staff and the access and receipt of these veteran services.
2. Customer Choice. To assist customers to make an informed choice, one-stop delivery systems will provide information during the intake process that advises veterans of the advantages of registration to access special programs and services for veterans and the availability of special staff to discuss employment issues.
3. Integration. One-stop delivery system operators will encourage and promote all programs participating in the Workforce Investment system to provide the maximum of employment and training opportunities to veterans.
4. Performance. One-stop delivery system operators will be held responsible for assuring priority services for veterans where Wagner-Peyser, LVER, DVOP, or public employment service resources are used. Measures of Performance for veterans' services will be negotiated between VETS and the AKDOL, Employment Security Division. Program activity and program costs will be reported in accordance with the DVOP/LVER grant agreement.

State of Alaska Unified Plan

V. Effective Date.

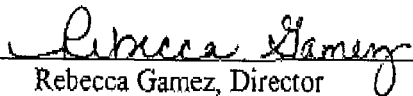
This Agreement shall be fully executed and effective as of the date of the signing of this document. The Agreement shall be automatically renewed on October 1st of each subsequent year, absent an express written notice of an intent not to renew received by all signatories at least 30 days prior to the October 1 renewal date. This agreement may be amended if agreed to by all parties.

VI. Principal Signatures.



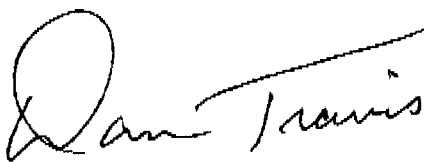
(Chair of the Alaska Human Resources
Investment Council)

3/17/00
_____(Date)



Rebecca Gamez, Director
(State Employment Security Agency)

3/17/00
_____(Date)

3-17-2000 (Date) 

Director for Veterans' Employment and Training
U.S. Department of Labor

APPENDIX 2

Conflict of Interest

State's Conflict of Interest law (AS 39.50) states:

"(b) ... Except as provided in (g) of this section, each statement filed by a public official or candidate under this chapter must include the following:

- (1) the source of all income over \$1,000 during the preceding calendar year, including taxable and nontaxable capital gains, received by the person, the person's spouse or spousal equivalent, or the person's child, except that a source of income that is a gift must be included if the value of the gift exceeds \$250;
- (2) the identity, by name and address, of each business in which the person, the person's spouse or spousal equivalent, or the person's child was a stockholder, owner, officer, director, partner, proprietor, or employee during the preceding calendar year;
- (3) the identity and nature of each interest owned in any business during the preceding calendar year by the person, the person's spouse or spousal equivalent, or the person's child;
- (4) the identity and nature of each interest in real property, including an option to buy, owned at any time during the preceding calendar year by the person, the person's spouse or spousal equivalent, or the person's child;
- (5) the identity of each trust or other fiduciary relation in which the person, the person's spouse or spousal equivalent, or the person's child held a beneficial interest exceeding \$1,000 during the preceding calendar year, a description and identification of the property contained in each trust or relation, and the nature and extent of the beneficial interest in it;
- (6) any loan or loan guarantee of more than \$1,000 made to the person, the person's spouse or spousal equivalent, or the person's child, and the identity of the maker of the loan or loan guarantor and the identity of each creditor to whom the person, the person's spouse or spousal equivalent, or the person's child owed more than \$1,000; this paragraph requires disclosure of a loan, loan guarantee, or indebtedness only if the loan or guarantee was made, or the indebtedness incurred, during the preceding calendar year, or if the amount still owing on the loan, loan guarantee, or indebtedness was more than \$1,000 at any time during the preceding calendar year;
- (7) a list of all contracts and offers to contract with the State or an instrumentality of the State during the preceding calendar year held, bid, or offered by the person, the person's spouse or spousal equivalent, or the person's child, a partnership or professional corporation of which the person is a member, or a corporation in which the person or the person's spouse, spousal equivalent, or children, or a combination of them, hold a controlling interest; and
- (8) a list of all mineral, timber, oil, or any other natural resource lease held, or lease offer made, during the preceding calendar year by the person, the person's spouse or spousal equivalent, or the person's child, a partnership or professional corporation of which the person is a member, or a corporation in which the person or the person's spouse or spousal equivalent or children, or a combination of them, holds a controlling interest."

APPENDIX 3

Work Group Summaries

Work groups met from September through December 1999. The results of each work group activities are summarized below.

Governance and Boards. The Governance work group discussed strategic policy for development of the State's workforce and the State's economy, as well as development of effective local workforce investment boards and youth councils. The group also discussed how to gain support of regional mayors and other elected officials in developing workforce investment areas and boards, and how to ensure collaboration among key players. The group recommended policy relating to services that LWIBs will be allowed to provide; submission of local area unified plans, and balancing the needs of different priority populations.

Performance Management for Continuous Improvement. Members of the Performance Management for Continuous Improvement work group designed recommendations for state policy in regard to expected levels of performance for continuous improvement. Each state submitting a state plan must propose expected levels of performance for the adult, dislocated worker and youth programs. The state must also show progress toward continuously improving performance. Performance indicators will measure how many adults obtain unsubsidized jobs after receiving training or education assistance, how many workers retain their jobs for six months after being employed, and what kind of earnings the workers receive. This information will be used to review the State's annual performance to ensure optimal return on the investment of federal funds. Members discussed the need for measuring performance and using performance outcomes to establish criteria for performance standards.

Vendors. Members of the Vendor work group developed state policy recommendations to determine eligibility procedures for service providers. The workforce investment system emphasizes informed customer choice, system performance, and continuous improvement. Service providers will have to meet certain performance standards in order to receive federal funds to train adults and dislocated workers. A list of eligible providers is available to customers, and those who are eligible for services will choose a school or training site from the list of eligible providers.

One-Stop System and Service Delivery. Members of the One-Stop System and Service Delivery work group recommended policy relating to the State's overall vision for the Alaska One-Stop System – the AJCN. Service delivery under the federal Workforce Investment Act is accomplished through this One-Stop delivery system with the focus of improving an individual's chances of maintaining long-term employment. The work group also discussed policy questions to determine how employers, labor and community-based organizations can be used in guiding services at local Job Centers through participation in the Advisory Committees to local Job Centers, and how the system will provide regional balance and equity.

Regional Planning. The Regional Planning work group discussed and recommended state policy for regional economic and workforce development. It also examined the ability of various regions to provide services and determine what gaps need to be filled, and how to involve regional representatives in a continuous planning process.

Workforce Demand and Capacity. The Workforce Demand and Capacity work group defined state policy in regard to the State's economic development opportunities, and helped decide what the State's broad economic and workforce development goals are. The group also helped answer questions such as "What are the areas for major occupational growth for the next 5 - 10 years?" Workforce Demand and Capacity also crafted broad strategies to meet the State's demand for training services, and looked at strategies for building service capacity in rural and Bush Alaska.

Youth Opportunities. The Youth Opportunities work group recommended state policy in regard to the State's youth service system, development of innovative youth employment programs in local areas, and problems that face youth in completing high school and succeeding in post-secondary endeavors.

Alaska Native Issues. The Alaska Native Issues work group addressed state policy in regard to membership and participation of Alaska Natives in WIA programs. The group also helped craft state policy relating to provision of basic employment services in rural communities

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APPENDIX 4 – ADMINISTRATIVE ORDER #182

TONY KNOWLES
GOVERNOR



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Juneau, Alaska 99811-0001
(907) 465-3500
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ADMINISTRATIVE ORDER NO. 182

I, Tony Knowles, Governor of the State of Alaska, under the authority granted by art. III, secs. 1 and 24, of the Alaska Constitution and by AS 44.19,145(c), hereby order the following regarding, employment and training of Alaska's workforce and the federal Workforce Investment Act.

BACKGROUND

In 1995, by creating the Alaska Human Resource investment Council (AHRIC), the Alaska Legislature consolidated three employment and training councils in order to develop a more efficient and cost-effective employment and training system for Alaska's employers and job seekers. In 1998, Congress passed the Workforce Investment Act (WIA), which reformed the nation's employment and training system and which requires the State of Alaska to implement many changes for the administration of programs and the delivery of services. Among the changes to occur under the WIA are the repeal of the federal Job Training Partnership Act (JTPA) and the end of Private Industry Councils (PICs). The WIA requires the governor to establish a State Workforce Investment Board, and to designate local workforce investment areas that will be governed by plans developed by Local Workforce Investment Boards (LWIBs).

The WIA also requires states to submit, no later than April 1, 2000, an implementation plan to the secretary of the United States Department of Labor, with operation of the WIA under the plan to begin on July 1, 2000. In order to complete Alaska's WIA plan and consequent local Workforce Investment Area plans expediently, the AERIC should be designated as the State Workforce Investment Board and the Anchorage/Mat-Su Service Delivery Area (SDA) and the Statewide Service Delivery Area (SDA) should be designated as local Workforce Investment Areas.

The WIA also mandates the establishment of a one-stop career system in all states. Alaska has been a voluntary participant since 1996 when it established its one-stop system.

FINDINGS

Finding 1: The growing demand for skilled and knowledgeable workers in Alaska who must compete in a global economy and the competition between existing programs for the limited resources available to provide effective employment and training services require reform of our existing workforce investment system.

- 1.1 Alaska Statutes advance equal employment opportunity for all Alaskans.
- 1.2 All levels of government must strive to coordinate efforts, amongst themselves as well as in cooperation with business and industry, for a more effective workforce investment system.
- 1.3 The WIA repeals the Job Training Partnership Act and amends the Adult Basic Education Act, thereby consolidating over 60 federal employment and training programs and providing block grants to states for training and employment for adults, youths, and dislocated workers
The WIA requires states to create a State Workforce Investment Board, designate local Workforce Investment Areas, and establish corresponding Local Workforce Investment Boards .
- 1.5 The WIA mandates one-stop career centers where all employment and training services under the WIA are co-located or are part of a one-stop career center network to provide universal services a-ad increased customer access, or both,
The WIA requires the reporting of service provider performance and increased customer choice, along with core system performance and accountability measures for evaluating the effectiveness of programs and services.

Finding 2: The AHRIC has begun work to develop a coordinated and accountable workforce investment system that focuses on the demands of Alaska's industry and employers for skilled workers and the capacity for developing the knowledge and skills of Alaska's workforce.

- 2.1 Society pays an unacceptably high price in human suffering and social welfare costs when it fails to address the special needs of those who have barriers to employment,
- 2.2 An identifiable, trained, and available Alaska workforce is an essential state resource and a critical element that shapes the hiring and location decisions of industry and commerce.
- 2.3 The investment of public resources in the development of a skilled and knowledgeable workforce provides tangible returns to the state in the form of greater employment opportunities for Alaskans and reduces the need for the importation of workers from outside the state.
The current employment and training system could be improved by providing more regional involvement and responsibility for the design of service delivery at the local level and development of local resources such as employment and economic development opportunities.

Finding 3: The success of Alaska's economic development strategies requires a comprehensive and aligned workforce investment system that meets the requirements of the WIA.

- Public assistance reform, which has been effective in meeting federal and state performance measures through a work-first approach that has led to the increased employment of Alaska Temporary Assistance Program clients and ongoing coordination with other employment, education, and training programs, must continue to ensure future success.
- 3.2 Alaska has developed a one-stop career center system through the Alaska Job Center Network where employment, training, and support services have been co-located. Further integration of services must continue in order to provide equitable delivery of services and more access for Alaskans through local offices or technology. The involvement of employers in -schools through School-to-Work Partnerships has provided work experience and applied learning for students while bringing reform to the education system. These partnerships help prepare students for the world of work and further assist in meeting employers' demands for educated and skilled workers while building the capacity of local schools to prepare workers. The AHRIC and state program partners have created a workforce investment program assessment and system evaluation process, which is reported to the Governor and Legislature on an annual basis. Under state statute, the AMC is authorized to advise the Governor and Legislature in implementing new federal and state laws related to employment and training, which would include federal block grants to states as created under the new WIA,
- 3.5 The AHRIC has produced two reports to the Governor and Legislature in which issues concerning LWIBs were addressed: Report to the Governor on Private Industry Councils (1996) and Consolidation of Alaska's Human Resource Programs (1997). In both reports, the AHRIC recognized that JTPA PICs provide a significant service and contribution to building Alaska's workforce, and recommended that the existing PICs be allowed to evolve into Local Workforce Investment Boards. The WIA allows the PICs to transition into the new role of LWIBs as long as they meet criteria in the law.

DESIGNATIONS AND DIRECTIVES

In order to meet WIA requirements and to meet the needs of Alaska's workers and employment:

1. The Alaska Human Resource investment Council is designated as the State Workforce Investment Board required by the Workforce Investment Act of 1998.
2. The Anchorage/Mat-Su SDA, and its administrative body, are designated as the Anchorage/Mat-Su Workforce Investment Area and the Anchorage/Mat-Su

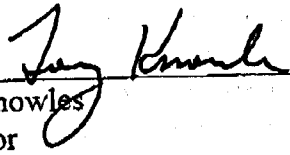
State of Alaska Unified Plan

Workforce Investment Board, respectively, The Statewide SDA, and its administrative body, are designated as the Balance of State Workforce Investment Area and the Balance of State Workforce Investment Board, respectively.

3. The AHRJC shall develop a plan to provide adequate regional representation on the Balance of State Workforce Investment Board through a consortium agreement and establish criteria for regions that apply to be designated as Workforce Investment Areas.
4. The Alaska Job Center Network shall serve as the state's one-stop career center system required under WIA. The AHRIC will provide oversight for Alaska's one-stop career center system, with Local Workforce Investment Boards providing oversight for Job Centers in their respective Workforce Investment Areas.
5. All state agencies that are mandated partners in the one-stop system shall develop the agreements and understandings necessary to meet WIA requirements, including the involvement of mandated and volunteer one-stop partners.
6. In accordance with law, the AHRIC shall develop a Unified Strategic Workforce Investment Plan for all state-operated programs that require plans under the WIA.

This Order takes effect immediately.

Dated this 3rd day of June, 1999.



Tony Knowles
Governor

APPENDIX 5 – MOU

STATE OF ALASKA

TONY KNOWLES, GOVERNOR

MEMORANDUM OF UNDERSTANDING

Between

**Alaska Human Resource Investment Council
Division of Public Assistance DHSS
Division of Vocational Rehabilitation, DL&WD
Division of Employment Security, DL&WD**

PURPOSE

The purpose of this Memorandum of Understanding is to formalize the commitment, cooperation, and collaboration between the state agencies that provide employment and training work related social services, and vocational career educational opportunities for Alaskans.

The Directors of the above named Divisions and the Executive Director of the AHRIC, represent the principal state partner agencies for the Alaska Job Center Network, Alaska's statewide one-stop- career system under the Workforce Investment Act. These signatory partner agencies, working with the Alaska Human Resource Investment Council, provide state oversight and service delivery for the Alaska Job Center Network, assuming that all Alaskans have access to a wide range, of employment and training opportunities. The partner agencies further ensure, through their AJCN collaboration that the Alaska business community and public employers participate in the process for developing the skilled workforce the state needs, to ensure a strong, viable economy for the 21st century.

The partners agree to the following mission and objectives for the Alaska Job Center Network:

THE MISSION

The mission of the AJCN is to create and promote opportunities for all Alaskans to locate and acquire employment, training, and work related social and rehabilitative services in a convenient and timely way; and to fulfill the workforce development needs of both employers and job seekers in order to produce self sufficient families, a healthy economy, and satisfied consumers of our coordinated services and information.

PRINCIPLES

The agency partners agree to the following principles:

- (1) To provide, all Alaskan workers and potential workers with access to a broad array of job seeking and employment development assistance, emphasizing self-service where possible.
- (2) To give employers and job seekers choices in where and how they obtain information and services-, and, to provide them adequate information to make informed choices about education and training options, rehabilitative services, human resources assistance, and subsidies and incentives.
- (3) To provide a coordinated, and where practical, a consolidated approach to service delivery, with the management and structure of programs setting the standard for collaboration at both the state and local levels.
- (4) To collocate services of the partner agencies, where possible, and to work together to maximize customer satisfaction with the service and information provided through the Alaska Job Center Network.
- (5) To encourage cooperation and collaboration between the automated service delivery systems that provide training, retraining, work related social and rehabilitative services, employment services, and educational opportunities for Alaskans
- (6) To provide employers with the information and resources needed to hire, train, and retrain Alaska workers, including Labor Market Information.
- (7) To ensure that all Job Centers and services comply with the Americans with Disabilities Act Access Guidelines.

STRUCTURE AND MANAGEMENT

The Directors and partner agencies agree to provide programmatic and technical assistance to the Alaska Job Center Network through a system of committees, technical advisory groups, and workgroups. Responsibility for individual program outcomes and measurements remains with the respective partner agency and Director.

Each Job Center will have an interagency agreement defining its shared service delivery, detailing financial responsibilities, and identifying its management structure. AU agencies and organizations involved in these centers will continue their separate accounting systems, reporting to their funding sources as appropriate, as well as sharing information with Job Center partners. All agencies are committed to successful coordination.

CONFIDENTIALITY

Within the limits imposed by state and federal statutes and regulations, the State partner agencies agree to permit and encourage the sharing of client information held by each agency, as a part of better serving the common customer. Each partner will share their confidentiality requirements with the other partners. As necessary, partner agencies will enter into separate, formal agreements to define parameters for the sharing of client information.

The sharing of common client information shall honor the same degree of confidentiality and shall remain subject to all state and federal limitations regarding the release of such information. Nothing in this MOU prohibits a partner agency from requiring employees of another agency to sign confidentiality agreements.

Or

MANAGEMENT INFORMATION SERVICES

A management information system (MIS) is critical to realizing the full potential of the AJCN. The partner state agencies will assign qualified staff to the AJCN Technical Advisory Group, which will recommend MIS solutions to meet the collective and individual needs of the participating partners. Information will be shared to maximize service to the customer, but will remain within the legal proscribed bounds of departmental funding sources,

Client data that is the product of any common NO developed as part of participation in the AJCN is subject to the constraints imposed by confidentiality agreements developed by the partner agencies. Each agency serving as the source for specific data retains the right to restrict the use of its data, when its use may jeopardize the safeguarding of client confidentiality



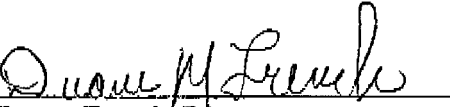
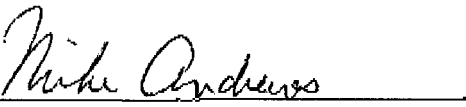
GENERAL PROVISIONS

The state agencies and their Directors agree to the principles and objectives cited above and will make a priority the accomplishment of the goals and collaborative service delivery of AJCN.

Changes to this agreement may be proposed by any Director, but must be approved in writing by all the signers.

State of Alaska Unified Plan

SIGNATURES

1.  9/9/99
Jim Nordlund, Director
Division of Public Assistance, DHSS
Date
2.  10/1/99
Rebecca Gamez, Director
Division of Employment Security, DL&WD
Date
3.  9/21/99
Duane French, Director
Division of Vocational Rehabilitation, DL&WD
Date
5.  9/16/99
Mike Andrews, Executive Director
Alaska Human Resource Investment Council
Date

This agreement will become effective immediately on the date it is signed by all the parties and will remain in effect until amended by the partners or canceled by any one partner, with a 90 days written notice to the remainder.

APPENDIX 6 - STANDARDS

Alaska Job Center Standards
and Certification Procedures
1999

Adopted by the
Alaska Human Resource Investment Council
May 21, 1999
Effective date: July 1, 1999

Alaska Job Center Standards and Certification Procedures

INTRODUCTION

The Alaska Job Center Network is our state's version of the national "one stop" career center systems. Its goal is to bring together services for jobs, job training and human services with an eye to increasing cost effectiveness and improving customer satisfaction. Since 1995, Alaska has been moving to collocate these services and to facilitate the partnerships that make them successful. As we near the conclusion of the transition process, the time has come to identify the minimum standards for Alaska's Job Centers and to adopt a certification process for assuring those standards are met.

WHY STANDARDS?

It is the responsibility of the Alaska Human Resource Investment Council (AHRIC) to see that all Alaskans have access to a wide range of employment, training and temporary assistance opportunities; as well as to ensure that the employer community is a part of the process for developing the skilled workforce we need as we approach the 21st century. This document outlines the process for ensuring that Alaskans throughout the state have access to a consistently high quality of services. It further sets the stage for full implementation of the federal Workforce Investment Act by July 1, 2000.

ABOUT THE ALASKA JOB CENTER NETWORK

The AJCN began as a collaborative effort of the Employment Security, Community and Rural Development, Vocational Rehabilitation, and Public Assistance Divisions; the Private Industry Councils (the future Workforce Investment Boards) and the Alaska Human Resource Investment Council. Coordination of AJCN activities and grant distribution has been accomplished through the AJCN Project Manager. Data processing, marketing, training, performance measures and other operational issues and policy decisions have been made to date with the assistance of standing and ad hoc committees, with members from all the partner agencies.

The Alaska Job Center Network brings together employment and training oriented local, state, and federal service providers, community groups, native organizations, organized labor, educational institutions, and the business community in order to foster and promote workforce development. The Network includes Full Service and Satellite Job Centers as well as designated Affiliate Sites. It also includes "virtual service delivery" through time and distance spanning technologies including the Internet and telephony.

GUIDING PRINCIPLES

Service delivery throughout the Alaska Job Center Network system is guided by the commitment to these foundational principles:

Customer Service Focus. Job Centers will respond to the needs of their customers - both job seekers and employers - and pursue continuous improvement based on customer feedback.

Universality. All Alaskans will have access to a full array of job seeking and employment development services.

Customer Choice. Customers will have a wide range of service options as well as sufficient information and assistance to aid them in making informed choices from the array.

Integration. Services, programs, and fiscal commitments currently administered by separate federal, state, and local governments will be integrated for maximum efficiency and customer responsiveness.

Performance Driven. Success will be evaluated on clearly measurable outcomes in meeting the needs and expectations of their customers.

PARTNER PROGRAMS

A range of programs exist to address the needs of job seekers and employers. The WIA partner programs, which must be available at full service Job Centers, are:

Title I (WIA) Programs (*Includes: Adults, Dislocated Workers, Youth, Job Corp; Native American Programs, Migrant and Seasonal Farm worker Programs, and Veterans Workforce Programs.*)

Wagner-Peyser Programs

Senior Community Service Employment Programs

State Training & Employment Program

Vocational Rehabilitation Services

Veterans Employment Programs and Disabled Veteran Outreach Programs

Adult Education & Literacy Programs

Housing & Urban Development Employment Activities

Community Services Block Grant Programs

Post Secondary Vocational Education Programs

Welfare to Work Programs

State Unemployment Insurance

Alaska Temporary Assistance Program

Food Stamps Employment & Training

Trade Adjustment Assistance (TAA) and NAFTA

Other programs may also be provided at a Job Center, as deemed desirable by the Advisory Committee and Job Center Workgroup. Additional programs include:

Adult Public Assistance Program

Child Support Enforcement (CSED)

English as a Second Language (ESL)

Tribal and Native Association Services

Small business information and assistance

Child Care Resources and Referral Services

Transportation Services

SERVICE LOCATIONS

The various partners of the AJCN deliver services to Alaskans through a network of service locations - Full Service Job Centers, Satellite Job Centers, and Affiliate Sites.

A Full Service Job Center is a collocation from which a majority of WIA partner programs deliver the full range of core services (see section 3.2 and 3.5 below) to a universal population, along with intensive (section 3.3) and training services (section 3.4) based on eligibility. Participation of some partners may be electronic, but every effort shall be made to physically collocate partners.

A Satellite Job Center is a collocation from which one or more WIA partner programs deliver the core services (section 3.2 and 3.5) to a universal population, along with as many intensive (section 3.3) and training services (section 3.4) as feasible. The Satellite Job Center will have an electronic link to all WIA partner programs.

An **Affiliate Site** is a location from which a single partner agency delivers services - typically their own office and typically as a base of operations in cooperation with the AJCN system.

THE CERTIFICATION PROCESS

Time Lines for Application:

Service providers or groups of service providers who have received direct financial assistance from Alaska's USDOL One-Stop Implementation Grant will have until November 1, 1999 to apply for AJCN certification. Other providers or groups may also apply for certification.

A service provider or group of service providers may request AJCN certification by submitting a letter of intent to the AHRIC. The letter must identify a local contact for the service provider or group. AHRIC will in turn send to the contact person, a certification package that will include the requirements and sample copies of the documents referenced therein.

The certification package must be completed and returned to the AHRIC office within 90 days of its receipt by the contact person. Assistance with the process will be available from the Alaska Job Center Network staff or consultants. An application for certification will include:

- Self Evaluation
- Peer Review
- Advisory Committee Information Sheet,
- Site Working Agreement,
- Cost Allocation Plan,
- Plan for Continuous Improvement, Accessibility and Assessment, and
- Plan of Correction.

Certification Steps:

The process for certification of Alaska's Job Centers reflects the team approach which has been characteristic of the AJCN since its inception. This process also reflects the transition toward implementation of the Workforce Investment Act (WIA) on July 1, 2000. The initial certification of Job Centers will follow the steps outlined below and will provide for PIC involvement prior to the formal creation of Workforce Investment Boards (WIBs). The AJCN Steering Committee is expected to relinquish leadership of the AJCN and disband on 12/31/99 at which time leadership will shift to the WIBs and the AHRIC.

All Full Service and Satellite Job Centers will follow this step by step process. Affiliate Sites need only request official designation along with their commitment to participate meaningfully with the partner programs.

Step 1: A Self Evaluation will be conducted by the Job Center Workgroup in conjunction with their Advisory Committee. This self evaluation will involve comparing current Job Center functioning with the standards outlined here, documenting areas where the standards are being met as well as those where they need improvement. A common evaluation tool will be provided for both the Self Evaluation and the Peer Review.

Step 2: A Peer Review will be conducted by a team of not fewer than three members from another Job Center's Workgroup and Advisory Committee who will review the subject Job Center. The visiting peer review team will meet with the Workgroup and Advisory Committee and present the results of their Peer Review.

Step 3: Recommendations For 1999, the Private Industry Councils (PICs) and the AJCN Steering Committee will review applications and make recommendations to the AHRIC regarding certification.

Step 4: Certification 1999 Certification decisions will be made by the AHRIC. Subsequent certification decisions will be the responsibility of the Local Workforce Investment Boards (LWIB). The certifying body will have the authority to:

- a. Certify the Job Center,
- b. Certify the Job Center, conditioned upon corrections by date certain, or
- c. Deny certification.

Alaska Job Center Standards

for Full Service and Satellite Job Centers

All Alaska Job Centers - Full Service and Satellite - must operate based on the Guiding Principles outlined above and the standards outlined below. They are expected to pursue continuous improvement toward excellence, assuring that all Alaskan job seekers and employers receive conveniently available, high quality customer service to the fullest extent feasible. The standards are described in three categories:

Management and Planning

Facilities

Service Delivery

1. STANDARDS FOR MANAGEMENT & PLANNING

1.1. Programs - Job Centers will deliver programs as follows:

Full Service Job Centers will include a majority of WIA partner programs delivering the full range of core services (see section 3.2 and 3.5) to a universal population along with intensive (section 3.3) and training services (section 3.4) based on eligibility. Participation of some partners may be electronic, but every effort shall be made to physically collocate partners. Additional programs will be optional and at the discretion of the Job Center Workgroup and Advisory Committee.

Satellite Job Centers will include one or more WIA partner programs delivering the core services (sections 3.2 and 3.5 below) to a universal population along with as many intensive and training services (sections 3.3-3.4) as feasible. The Satellite Job Center will have an electronic link to all WIA partner programs. Any mix of additional programs will be optional.

1.2. Leadership - All Job Centers will establish and maintain sound management practices.

1.2.1. The Workgroup or management team will include members from all the partner programs or agencies.

1.2.2 The management team will employ a collaborative approach, which will be documented in their Site Working Agreement.

1.3. Advisory Committees - Each Job Center will have an Advisory Committee (WIBette). It will have a minimum of five members, including one cross-member to their PIC (LWIB)

and a significant number of private sector employers. The remaining members will be recruited by the Workgroup and may represent the following:

Employer organizations (i.e. Chamber of Commerce or ARDOR),
Tribal or Native non-profit organizations,
Organized labor,
Advocacy groups including those for the disabled and
Educators, especially those from "School to Work".

The role of the Advisory Committee will be to:

Foster a community level dialog about jobs, job training and job placement;

Provide input from business and community leaders to the Job Center, so training and services will better respond to a changing economic landscape;

Serve as a liaison for the Job Center to business, organized labor and local government;

Advise on development and operations of the Job Center;

Assure the satisfaction of employers and job seekers with Job Center programs and operations;

Provide recommendations to the Local Workforce Investment Board regarding the employment and training needs of the community.

1.4. Planning. All Job Centers will demonstrate sound planning practices through the development and implementation of these specific plans:

1.4.1. Site Working Agreement - This document will include: identification of the Job Center partners, management team members (Workgroup), meeting practices (frequency of meeting, roles and responsibilities of team members, decision making approach, record keeping practices, relationships with others), a plan for shared service delivery, and shared resources. The Site Working Agreement will be reviewed at least annually.

1.4.2 Cost Allocation Plan - This fiscal document will reflect the program decisions in the SWA, above, and will include a fiscal commitment from all partners.

1.4.3 Plan for Continuous Improvement. The Workgroup and the Advisory Committee will produce a plan for continuous improvement of service delivery that is based on customer feedback. This may be based on the Baldrige Principles or similar customer feedback mechanisms.

1.5. Human Resources.

1.5.1. Staff Development. Employees will have opportunities to develop knowledge and skills based on accepted models of human service delivery and which specifically addresses: the Guiding Principles, continuous improvement techniques and principles of quality, problem solving, decision making, and ethics.

1.5.2. Teamwork. Work is designed, organized and managed to promote team based decision making and problem solving across agency lines and to empower Job Center staff.

1.5.3. Respect. Employees demonstrate respect and value of each other's professional knowledge and skills within and across agencies.

1.5.4. Commitment to Principles. The Job Center mission and Guiding Principles are reflected in the daily work of all staff.

2. STANDARDS FOR FACILITIES

2.1. Job Center Name & Signage. Each certified Job Center's name will conform to the state naming convention by including the name of the community or service area followed by the words "Job Center." (For example: Juneau Job Center or Yukon Kuskokwim Job Center.) Signs will include the AJCN logo and the words, "*Where People and Jobs Connect*" and the name of the Job Center.

2.2. Common Entry. All Full Service Job Centers will have a common entry in order to minimize confusion to the public and promote seamless service delivery. This area should be welcoming and friendly and should feature a "Work First" environment where job searching can begin immediately, either by self service or with minimal staff assistance. Satellite Job Centers are not required to have a common entry for the onset partners, though they are encouraged to move in this direction.

2.3. Resource Room. All Full Service Job Centers will feature at least one public access Resource Room with a variety of tools available to job seekers and employers. Full Service Job Center Resource rooms will include at a minimum, for public access:

- telephones
- fax machine
- photocopier
- TV/VCR (in a booth or with headphones)
- TTY
- Internet linked computers

- laser printer
- scanner
- typewriter
- tables and/or desks (for customer use)
- reference materials on jobs, training, etc.

Satellite Job Centers are required to have a Resource Room or an area with as many of the above features as possible and appropriate to the community.

2.4. Accessibility Assessment and Plan of Correction - Every Job Center will meet the standards of the Americans with Disabilities Act. The AJCN Accessibility Assessment will be performed by the Division of Vocational Rehabilitation or another appropriately qualified ADA specialist. This assessment will be attached to the application, along with a plan for correction of any identified weaknesses.

3. STANDARDS FOR SERVICE DELIVERY

Services will be customer focused and delivered at three levels: core, intensive, and training. Customers include both job seekers and employers. Self service will be promoted to correspond to the needs of customers, allowing those who can serve themselves to do so, while staff resources are focused on the customers who need more assistance.

3.1. Customer Focus. The Job Center has a tangible customer service focus.

3.1.1. No wrong door. Customers are provided assistance on site. When that is not possible they will be referred knowledgeably and with accuracy the first time.

3.1.2. Reduced Data Collection. The Job Center has systems and plans in place to minimize redundant data collection from customers.

3.1.3. Customer Friendly Promotions. Promotional materials about the Job Center and its services are presented in non-bureaucratic, easily understandable formats whether signs, brochures, public service announcements, orientation videos, etc. As much as possible staff communicate in plain language and avoid jargon.

3.1.4. Ease of Access. Customer access to Job Center services is enhanced by addressing:

- Needs for language translation services**
- Convenient transportation**
- Accessible parking**
- Convenient operating hours**
- Childcare services, as needed**

3.1.5. Customer Input. The Job Center determines customer requirements, expectations, and preferences through a variety of feedback collection mechanisms.

3.2. Core Services - Core services are those universally available activities identified in WIA. In Core Services there will be an emphasis on self-service. Where self-service cannot be obtained, staff must be in place to provide assistance.

3.2.1 Careers, Jobs, and Labor Markets. Up-to-date information is available that will help job seekers make realistic decisions about careers and occupations, including job information on nontraditional occupations. This includes information on future employment opportunities, qualifications for specific careers and occupations, and sources of additional assistance in preparing for these lines of work. A variety of tools must be available including printed materials, automated career information systems, books, videos, etc.

3.2.2. Education and Training Programs. Information is available about education, employment and training services that are provided at this Job Center, in the community, or within the region. It should include up-to date information on the placement-related performance of service providers.

3.2.3. Support Services. Information is provided about pre- and post- employment support services such as job counseling, transportation, financial planning, child care, housing assistance, personal counseling, accessibility accommodations assistance.

3.2.4. Unemployment Insurance. Access is provided to a dedicated phone line connected to the state's call-in Unemployment Insurance system.

3.2.5. Eligibility Screening and Referral Process. Information about the intake procedures for all Job Center Intensive Services should be available so that customers can identify for themselves or have staff assist them to identify the services for which they are likely to be eligible, and which are appropriate to their needs and circumstances. Referral to these services must be available on site.

3.2.6. Employer Services. Employer Services will be provided as further outlined in Section 3.5 below.

3.3. Intensive Services. With an emphasis on eligibility, intensive services will be available to those whose needs have not been met in Core Services.

3.3.1. Intake. The common entry area will provide the preliminary information for a simplified shared intake, so that no customer has to know which program they need before they receive services. Service should begin in this entry.

3.3.2. Testing & Assessment. An assessment of basic skills, aptitudes, abilities and career interests as well as employment readiness will be available on site. The character of these may vary, depending upon the customers' needs and eligibility for specific programs. A variety of tools must be available which should include: printed materials, books, videos and computer based self service systems to determine grade-level equivalents in reading, math and language, as well as job readiness.

3.3.3. Development of Individual Employment Plans. Assistance will be available for identifying employment goals, appropriate achievement objectives and the appropriate combination of services to be able to reach those goals.

3.3.4. Employment Counseling. As appropriate, individual or group counseling or case management will be available.

3.3.5. Short-term pre-vocational services. Workshops or skills training such as communication, interviewing skills, professional conduct or personal maintenance training will be available.

3.4 Training Services. Training will be available to eligible individuals who have been unable to obtain employment, have an assessment-verified need for training, and when there is related employment available in the community or the job seeker is willing relocate. The training may be available at the Job Center or by referral in another location.

3.4.1 Training will include occupational skills training or upgrading, on-the-job training, entrepreneurial training, or job readiness training.

3.4.2. Adult education and literacy activities will be available, as appropriate.

3.5. Employer Services. There will be an obvious focus on the employer as a customer of the Job Center.

3.5.1. Menu of Employer Services. Employers who contact, or are contacted by any of the partner agencies will be provided with a common menu of employer services.

3.5.2. Marketing. Participating local programs and agencies must jointly market to employers, a multi-program/multi-agency package of the employment and training services they offer.

3.5.3. Single Point of Contact. Employer outreach will be coordinated so that employers are not confused or inconvenienced. There is a process to ensure that employer contacts are coordinated and non-duplicative and that partners share information on employer contacts.

3.5.4. Coordination with Economic Development Efforts. The Job Center Workgroup and Advisory Committee coordinate efforts with local economic development organizations.

3.5.5. Workforce Information. A process exists to assure that all employers can obtain up-to-date, easy-to-understand information tailored to their needs on current and projected local work force availability and characteristics.

APPENDIX 7 – SAMPLE

Site Working Agreement For the Peninsula job Center

PURPOSE OF THIS AGREEMENT

The purpose of this working agreement is to promote collaboration among the agencies that provide employment and training, social services, and educational opportunities at the Peninsula Job Center (PJC). The anticipated result is an efficient and productive "no wrong door" delivery system for PJC customers. This agreement links the Peninsula Job Center to the Alaska Job Center Network.

THE MISSION OF THE PENINSULA JOB CENTER

To provide quality services to assist people in getting and keeping work and workers.

THE VALUES OF THE PENINSULA JOB CENTER

- Services will be customer driven. Customers include employers, employees and community agencies.
- We strive for continuous improvement.
- We will provide seamless services to customers.
- Our services will contribute to economic development in the community.
- We promote customer self-sufficiency.
- We are partnerships oriented, and operate as partners.
- We are customer-service oriented, not agency-oriented.

MANAGEMENT

THE ADMINISTRATORS OF EACH OF THE Peninsula Job Center agencies will be referred to as the Workgroup. The Workgroup will consist of five members who are the managers or representatives of:

- Alaska Employment Service (AES)
- Child Support Enforcement (CSED)
- Job Training and Work Readiness (JT&WR)
- Division of Public Assistance (DPA)
- Division of Vocational Rehabilitation (DVR)

The Workgroup will meet either face-to-face or via teleconference to make collaborative decisions related to the development and operation of the job Center and shared service delivery. The Workgroup meets bi-monthly on the first and third Mondays of the month at 8:30 a.m. Members forward (via Email) items for discussion to the Workgroup contact person, who will compile a list to serve as an agenda for Workgroup meetings, or bring to PJC for discussion to the meeting as needed.

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Should they be unable to participate in a meeting, Workgroup members may designate an informed representative who may have the authority to participate in decision making.

To ensure that all Peninsula job center staff are aware of issues impacting the job Center, there will be a monthly meeting of all Job Center staff, held the third Tuesday from 11:45-12:00 noon. Prior to the Center staff meeting, the Workgroup will meet to discuss issues for inclusion on the agenda; the Workgroup will also plan for an informational presentation at each Center staff meeting.

The Workgroup members will collectively address issues such as shared staffing customer service, use of common areas, etc. as they arise. When approval is required beyond their authority, proposals developed by the Workgroup will be forwarded for approval through the necessary chains of authority of their respective agencies.

The Workgroup members will make decisions by consensus, defined as total group agreement in categories # 1 or # 2 of the following options:

- | | |
|----|---|
| 1. | Endorsement |
| 2. | Endorsement
with reservation |
| 3. | Formal
disagreement
but willing to
go with the
majority |
| 4. | Block |

If consensus cannot be reached, the Workgroup will bring in an unbiased mediator. Members agree to share information equally among themselves and to base decisions on equitable sharing of services.

Should interagency staff conflicts arise, respective managers will be notified to discuss the issue manager to manager, with other staff involved as appropriate.

AJCN CONTACT

Through June 30, 2000, Val Ischi Alaska Employment Service will serve as the Workgroup contact person for the purposes of communicating with the staff of the AJCN. In this capacity, she will forward information from the AJCN to other partners, and will forward information from partners to the AJCN. At the end of each fiscal year, the Workgroup will decide on a Workgroup contact person for the upcoming fiscal year.

OTHER PARTNERS

Agencies or organizations interested in becoming formal partners in the Peninsula Job Center may bring a written proposal to discuss with the Workgroup. The Workgroup will discuss the proposal with the potential partner and together the partners can make changes in the proposal to meet all parties' needs. A revised written proposal will then be forwarded for approval through the necessary chains of authority of partners' respective agencies.

OTHER PARTIES

Other agencies /organizations may access and provide services through the Peninsula Job Center. These agencies /organizations may include, but are not limited to, Adult Basic Education (ABE), Economic Development, Public Health, and Alaskan Housing Finance Corporation (AHRIC) The Workgroup will provide information to these agencies, /organizations via e-mail.

These parties may attend the second bi-monthly meeting of the Workgroup to receive information on PJC development and operations, and to give input to the Workgroup about issues pertaining to them.

SHARED SERVICES

Entry Services

Information and Referral - Telephone

There will be an integrated PJC phone line. *This line* will be answered "Peninsula Job Center" and will have voice-mail referral options with receptionist back up for individuals needing individual assistance. All PJC staff will encourage customers to use direct lines as much as possible.

Information and Referral - Walk-in

DPA staff will greet customers and elicit enough information to direct to customers to appropriate services and information including the resource area for job seekers or employers, job postings, job counselors, information about workshops or classes, outstationed workers from other agencies, brochures and notices about off-site community services, and other PJC staff. Other agencies will provide backup as needed; a backup request will go through the Workgroup for approval. Each partner will clarify its procedure for referral, and will convey this information to the walk-in area staff so that appropriate referrals are made. Representatives from each partner agency will participate in the Workflow Committee, which will address issues of customer referral.

The layout, furnishings and signage of the reception area will be such that customers feel welcome and can easily negotiate the area to help them-selves or obtain assistance as best suits their needs. There will be comfortable seating for those who need to wait.

Orientation

Job Training and Work Readiness staff will coordinate development of a video on services offered at the AJCN This video will contain a series of two- to three- minute segments on each partner agency and its services. The video will be developed using local equipment and high school/college video production facilities. The -video will be shown on a continuously running VCR in the lobby purchased using AJCN funds. DPA staff will oversee smooth functioning of the video.

The DPA manager will coordinate the offering of a twice-weekly one-hour orientation on 'how to use the One Stop Center.' This orientation for customers will include a workshop and tour of the Center.

There will be a bulletin board in the lobby with information on upcoming workshops. The offered of each workshop will be responsible for providing information on the workshop for the bulletin board as well as a reminder card with information on the workshop which customers can take. The DPA receptionists will take customers' registration information for workshops. AES staff will coordinate updating of the bulletin board. A community event bulletin board will be maintained outside the entry doors into the PJC CSED staff will coordinate a committee of representatives from other agencies to update this bulletin board. The lobby will also include a computer for customer use in accessing information on available services. Resource Room The resource room will be equipped with ten computers and one printer purchased using AJCN funds. AES will staff the room to assist customers in using the computers as needed. The Resource room will also contain catalogues, videos, and other basic career resources.

Job Seeker Services

Job Readiness

Customers will be able to access a Variety of group and individual activities, including the following:

- In-depth vocational assessment
- Regularly scheduled workshops on:
 - Dress
 - Resume
 - Interview skills
 - Completing job applications
 - Computer usage
 - Bridge building
- Job Club
- Industry specific mock interviews by appointment
- Life skills
- Budgeting and finance assistance
- Financial assistance for training

Job Referral

AES staff will provide information on job listings and will provide referrals for openings. They will also have job applications available for both private sector and public sector jobs (including)

Workplace Alaska). **Other Services for job Seekers**

Through the PJC a variety of other services will be offered to job seekers, including the following:

- Paternity establishment
- Child support information
- Testing for electrical and plumbing
- Health and Safety information

Employer Services

Recruitment

AES staff will meet with employers and employer intermediary organizations (such as the Chamber of Commerce) to make employers aware of services offered through the PJC. AES staff will also increase the applicant pool by collecting resumes, accepting applications and resumes, and taking *those* applications to employers.

Screening

AES staff will inform employers of job screening capabilities. Staff will screen applicants for skills, experience, physical ability, and licenses /certificates on request, and will provide space for employer interviews on request.

Job Development

AES and DPA staff will work with employers to determine characteristics and skills needed for groups of jobs, and will look for clients, who meet those basic needs. They will promote PJC services and applicants and solicit potential openings.

Other Services for Employers

Through the center a variety of other services will be offered to employers, including the following:

- Information on laws, hiring, wage and hour, financial benefits, and forms (W-4's)
- Information and assistance on employer unemployment taxes
- Quarterly workshops on laws, hiring, wage and hour, and financial benefits

APPENDIX 8 – PLANNING GUIDANCE

Planning Guidance for Local Areas: Development of Local Plans

Local Workforce Investment Board Functions and Responsibilities

Governor’s Goal for local Workforce Investment Board functions and responsibilities

The Governor’s goal is to have each local Workforce Investment Board develop and maintain a unified plan for their area. The Governor proposes that the local unified plans:

- Be written with an expanded scope beyond the minimum scope expected by Congress.
- Include, but not be limited to, local planning for the federal WIA Title I programs, Wagner-Peyser employment services, and for local area One-Stop delivery system oversight, including local Job Centers of the Alaska Job Center Network (AJCN).
- Represent local area priorities and strategies for all of the programs included in the state’s workforce development system.

The expanded scope will empower the local Workforce Investment Boards to think and act strategically, not for just one segment or program in the system, but for the entire workforce development system in that region.

Local Workforce Investment Board Functions Related To Program Oversight

Section 117(b) and Section 118 of the Act outlines Congressional requirements for the functions of local Workforce Investment Boards (WIBs). Section 118 of the Act also allows the Governor the option of adding other functions and responsibilities.

The local WIB, in partnership with the local chief elected official, is responsible for program oversight for the Title I Youth Activities Grant, Adult Employment and Training Grant, and the Dislocated Workers Grant as well as the oversight authority over the one-stop delivery system in the local area.

The local Workforce Investment Board, with agreement of the local chief elected official, is responsible for:

- Selecting the local area’s One-Stop Operator(s), for the local Job Centers.
- Establishing a sub-group of the board to serve as a Youth Council to, among other duties, help select Youth Service Provider Contractors.
- Identifying training provider organizations eligible to receive Individual Training Account vouchers dispensed by the One-Stop Operator to eligible Title I adults and dislocated workers.
- Negotiating local Title I program performance measures.

The local Workforce Investment Board is also responsible for coordinating employer linkages for the area's portion of Alaska Job Center Network system and coordinating the area's workforce investment activities with local economic development strategies. Sec. 117(d)(8) states:

(8) Connecting, Brokering, and Coaching—

The local board shall promote the participation of private sector employers in the statewide workforce investment system and ensure the effective provision, through the system, of connecting, brokering and coaching activities, through intermediaries such as the one-stop operator in the local area or through other organizations to assist such employers in meeting hiring needs.

Local Workforce Investment Board Functions Related to the Board Providing WIA Title I Core Services, Intensive Services, and Training Services

Sec. 117(d)(2) states that the local board, with agreement of the chief elected official, is responsible for designating or certifying the area's one-stop operators.

Sec. 117(f)(2) states that a local board may provide WIA Title I core services or WIA Title I intensive services through a one-stop delivery system or the board can be itself designated or certified as the one-stop operator “only with the agreement of the chief elected official and the Governor.”

Sec 117(f)(1) subparagraph (A) requires that, except as provided through a “Waivers of Training Prohibition,” no local board may provide WIA Title I training services.

Waivers of Training Prohibition:

The Governor of the state in which the local board is located may, pursuant to a request from the local board, grant a written waiver of the prohibition set forth in subparagraph (A) (relating to the provision of training services) for a program of training services, if the local board—

- (i) submits to the Governor a proposed request for the waiver that includes—
 - (I) satisfactory evidence that there is an insufficient number of eligible providers of such a program of training services to meet local demand in the local area;
 - (II) information demonstrating that the board meets the requirements for an eligible provider of training services under section 122 [past demonstrated performance]; and
 - (III) information demonstrating that the program of training services prepares participants for an occupation that is in demand in the local area;
- (ii) makes the proposed request available to the eligible providers of training services and other interested members of the public for a public comment period of not less than 30 days; and

- (iii) includes, in the final request for the waiver, the evidence and information described in clause (i) and the comments received pursuant to clause (ii).

Local Workforce Investment Board Functions Related To Planning

As described in Sec. 118 of the Act, each local Workforce Investment Board must develop and submit to the Governor a comprehensive five-year local plan. The plan must be developed in partnership with appropriate chief elected officials and must be consistent with the State Plan. The plan must be submitted to the Governor by March 1, 2000.

Contents—the local plan must include:

1. An identification of: (a) the workforce needs of businesses, job seekers, and workers in the local area; (b) the current and projected employment opportunities in the local area; (c) the job skills necessary to obtain such employment opportunities.
2. A description of the area's portion of the Alaska Job Center Network including memorandums of understanding between the Board and each required Sec. 121(b) One-Stop partner, and an explanation of the involvement of merit employees of the state who deliver Wagner-Peyser employment services.
3. A description of performance levels that will be used to measure Title I service providers, the State Training & Employment Program, and the system.
4. A description and assessment of the type, availability, and success of incumbent worker training activities and providers. Incumbent workers are those who are currently employed in year round or seasonal industries.
5. A description and assessment of the type, availability and success of services for Dislocated Workers. This description must also describe coordinated state and local rapid response activities to respond to layoffs, plant closings and other events that precipitate substantial unemployment.
6. A description and assessment of the type, availability and success of programs for youth in the local area, and a plan for the use of youth grants under WIA.
7. A description of the competitive process used to award local Title I grants and contracts.
8. Additional Governor requirements: (1) Provide statements regarding coordination and collaboration with local Alaskan Native employment and training organizations; (2) provide a conflict of interest policy for board members and examples of actions that are considered a conflict of interest.
9. The required elements for a local area strategic plan as required by the Federal Workforce Investment Act.

**APPENDIX 9 – ALASKA YOUTH ACTIVITIES TRANSITION PLAN
UNDER THE WORKFORCE INVESTMENT**

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INTRODUCTION

The Workforce Investment Act of 1998 sets the framework for providing comprehensive services for youth. With the impending implementation of the WIA July 1, 2000, the Employment and Training Administration (ETA) of the U.S. Department of Labor (USDOL) has developed an option for submitting State Plans for Youth Activities which will allow the State to access youth funds early. States are allowed to address the youth activities portion of the Workforce Investment Act Planning Guidance separately so these funds can be accessed April 5, 2000.

The State of Alaska will take advantage of this option and submit a separate transition plan for the youth portion of Title I of the Workforce Investment Act. The plan will be submitted on January 5, 2000 so that the WIA youth activities funding can be accessed April 5. Emphasis will then be directed toward preparation and submission of the full plan by April 1, 2000.

Alaska is designing a workforce investment plan that provides for comprehensive services to eligible in-school and out-of-school youth within a planned statewide workforce investment system. We are focused on designing youth activities that connect youth with a full range of services and community resources that lead to academic and employment success. The Alaska State Workforce Investment Board (SWIB) or State Board is working collaboratively with Local Workforce Investment Boards (LWIBs) to develop the State Unified Plan to include youth activities. The criteria for eligible youth providers and other allowable statewide youth activities will be identified. In addition local program design and the ten required elements for youth activities will be further addressed.

Historically, Alaska, especially rural Alaska, has relied heavily upon the summer program as a first step in acclimating youth participants to the world of work and lifelong learning. It is our intent that the transition to the WIA begin with the youth activities, specifically a scaled back summer work experience program focused on skill attainment as defined in the performance measure. With the implementation of the summer employment activities, Alaska will continue development of WIA compliant, year round youth programs.

The State Board designated the Job Training Partnership Office (JTPO) in the Employment Security Division (ESD) at the Department of Labor and Workforce Development to draft the Transition Plan in coordination with the Local WIBs. The two primary Service Delivery Areas (SDAs) have already been designated Workforce Investment Areas by the Governor under Administrative Order No. 182 (Appendix 'A') and both are applying for certification as Local WIBs. In a parallel effort, the State Board established a youth work group committee to focus on youth issues and provide input to the plan. The State Board in coordination with the Local WIBs and the work group will develop a comprehensive plan that will serve as a blueprint to prepare the emerging workforce for careers that are relevant to the Alaskan economy.

YOUTH PLANNING REQUIREMENTS

STATE VISION AND GOALS

1. *What are your State's broad strategic economic and workforce development goals for youth?*

It is Alaska's intent to enhance and reinforce currently established local resources that will help Alaska's youth prepare for careers or further education. The Anchorage Mat-Su Local WIB has focused on the primary urban center in Alaska and the Balance of State (BOS) Local WIB has focused considerable resources on rural service provision. Both systems have experienced significant success and can provide a foundation for growth for expanded programs under the WIA. Capacity building within individual communities is an initial step in developing youth potential for a future in the State and in the global economy. The ultimate goal is to create and maintain a seamless continuum of educational and career development opportunities and incentives that would assist youth in selecting, pursuing and obtaining careers that result in self sufficiency.

2. *Describe the State's youth vision and how the Statewide Workforce Investment Act (WIA) workforce investment system will help the State attain these goals. This vision should address how youth programs will be enhanced and expanded so young people have the resources and skills they need to succeed in the State's economy. (Section 111(d), 112(a))*

The State of Alaska envisions an opportunity rich environment that provides ongoing support and resources to assist our youth in making life choices that maximize their options in the job market of today and the next century. Services will include academic, occupational, vocational, work readiness and life skills training to enable our youth to contribute effectively as productive members of Alaska's economy.

Resources available to help youth make positive life choices include parents and community based organizations, youth programs, schools and School-to-Work (STW) partnerships, civic activities, arts programs, apprenticeships and internships and entry level employment opportunities.

Continued commitments among partner agencies, including Alaska's local school districts and the Alaska Department of Education and Early Development, will enhance the expansion of programs that are working now. The School-to-Work (STW) program is part of the relatively new Career Pathway program in the schools. The program focus is to provide the knowledge and choices available to youth to increase their basic life skills. The Career Pathways initiative in schools provides more industry and career specific education and learning opportunities for students of all ages. The State Board, JTPO, and STW have partnered to initiate the Alaska Business Education Compact to provide

employers, schools and students technical assistance to develop and sustain employer-education connections.

Recognizing the need to invest in our youth today for tomorrow's workforce has meant setting and improving academic standards in the schools. In 1997 the Alaska Legislature enacted a law that requires all Alaska high school students to pass an examination in reading, writing, and mathematics before they can receive a high school diploma. Students must pass the High School Qualifying Examination, in addition to completing all course requirements, to earn a high school diploma. High schools across the State will develop courses and alternate instructional programs for students who fail a portion of the examination. The courses will be designed to make sure students learn the essential knowledge measured on the examination. Students who do not pass the examination will receive a certificate of attendance.

Rather than a short-term intervention, the WIA now provides the mechanism to afford youth the resources in their region, community, or neighborhood to access individualized services that meet their needs over a longer period of time. While the level of service throughout the State is dependent upon funding, Alaska has the ability to expand on the current system and make all ten of the required program elements available in each of the Local WIBs. These ten elements include:

1. Tutoring, study skills training and instruction leading to high school completion, including dropout strategies
2. Alternative secondary school services
3. Summer employment opportunities directly linked to academic and occupational learning
4. Paid and unpaid work experiences, including internships and job shadowing
5. Occupational skill training
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring for the period of participation
9. Follow up services for not less than 12 months after the completion of the participant
10. Comprehensive guidance and counseling

A menu of available services can then be customized to meet the participant's needs and be delivered through the Alaska Job Center Network (AJCN) system, which is committed to the following principles:

Customer Service: Job Centers will respond to the needs of their customers – both job seekers and employers – and pursue continuous improvement based on customer feedback.

Universal Access: All Alaskans will have access to a full array of job seeking and employment development services.

Customer Choice: Customers will have a wide range of service options as well as sufficient information and assistance to aid them in making informed choices.

Service Integration: Services programs and fiscal commitments currently administered by separate federal, state, and local governments will be integrated for maximum efficiency and customer responsiveness.

Performance Measures: Success will be evaluated on clearly measurable outcomes in meeting the needs and expectations of their customers.

The State plans to link with the One-Stop service delivery system in a variety of ways to further engage youth as they begin to make life and career choices. In urban areas, services may be available directly from the One-Stop. Some One Stops now provide services that youth may take advantage of including: English as a Second Language, Adult Basic Education, General Equivalency Diploma (GED) testing and preparation, the Alaska State Training and Employment Program (STEP), a Family Literacy program, a staffed Community Resource Room, Work Search and Post Employment programs. In rural areas, technology will be used to facilitate a ‘virtual’ One-Stop system that works in concert with the personal contact so necessary to the rural segments of our vast State. The State recognizes that there is no substitute for rural outreach in service provision. This is particularly relevant for youth who historically experience more success in supportive and encouraging environments borne out of personal relationships with adults and mentors.

Factors such as the scope of the program activity and the number and proportion of the population needing services in a language other than English will drive how these services are provided. The State will take reasonable steps to provide services or information in the appropriate language(s) to meet the individual(s) needs in compliance with section 188 of the WIA and 20 CFR 37.35.

II. PERFORMANCE INDICATORS

Identify the youth performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the youth program under the workforce investment system. At a minimum, States must identify the performance indicators for youth required under Section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal (the “State adjusted level of performance”) for each of the first three program years (Section 112(b)(3), 136.)

Alaska’s performance measures are based upon three factors:

1. past performance in selected training programs,
2. Alaska’s unique economic conditions, and

3. proposed rates of states in Region X.

Of these factors, Alaska's past performance and unique economic conditions are weighted most heavily. The proposed rates of the states in Region X provide an idea of the range of likely acceptable performance measures for Alaska.

Economic changes in Alaska have resulted in a changing workforce. An economy based on resources is giving way to an economy based on the tourism and service industries. In the 1970s and 1980s Alaska's economic growth was associated with a booming oil industry as well as the fishing and timber industries. In 1986 Alaska experienced its first real economic decline. A dramatic decline in oil prices coupled with an almost irrational rate of growth the preceding five years resulted in the loss of 20,000 jobs in Alaska in less than two years. The economy essentially crashed and the implications of this crash are still evident. Despite slow economic growth over the following ten years the Alaska economy slid backwards when compared to the moderate and rapid growth of economies in the lower 48. The economic crash of 1986 coupled with Alaska's comparative decline created a pessimistic economic environment with no foreseeable change in the next two to three years.

In 1989 Alaska experienced a brief respite from the decline as a result of the oil spill in Prince William Sound. In 1994 Alaska's economy worsened as the oil, timber and fishing industries declined. The closure of the Ward Cove and Ketchikan pulp mills in Southeast Alaska sent that area into a dramatic economic decline that has yet to be arrested. In 1997 Western Alaska experienced the first of two declared economic disasters as a result of poor salmon returns there. The oil industry motto was 'no decline in '99,' however oil prices of less than \$10 per barrel contributed to a major restructuring of the oil industry that is under investigation by the Federal Trade Commission.

Due to the change from an economy based on resources to an economy based on the tourism and service industries, Alaska's workforce has also changed. Highly skilled and resource based workers found employment opportunities outside the State. Youth and low skilled individuals fill positions in the expanding tourism and service industries. These industries do not lend themselves to high skilled high wage opportunities that are necessary to support families in Alaska. Youth trained for such positions may be able to secure short-term employment however their prospects for long term employment and career development are severely limited by the low skilled, low wage opportunities associated with the tourism and service industries.

Our relatively low unemployment rate masks pervasive economic problems in rural and remote Alaska. With little or no economy to speak of in many rural villages and communities, people often are not even considered in the unemployment rate calculations. Furthermore employment opportunities for many youth in these same communities are non-existent. **This has contributed to real performance challenges relating to entered employment rates, retention and (future WIA) substantive net employment wage increases in the vast rural parts of the State. It is simply not viable to**

serve many youth in rural villages in Alaska unless the youth programs focus on employability enhancement activities/skills attainment rather than a direct unsubsidized employment placement focus where jobs are relatively non-existent. In many cases, if it were not for the former summer youth program these youth would have no opportunity to benefit from any substantive job training or employment programs in their own communities. The vast distances between communities and limited travel options where no roads exist further compound the economic problems in rural Alaska.

Alaska's performance outcome numbers in training programs are reflective of our economic downturn as well as the reality of little or no job availability in many rural and remote areas within our State as mentioned above. In Program Year (PY) 1996 Alaska's entered employment rate for JTPA II-A participants was 64.8%. In PY 1997 the performance was 63.3% or a 1.5% decline in one year. The one bright spot in Alaska's performance data was Alaska's youth entered employment rate for JTPA Title II-C. From PY 1996 to PY 1997 Alaska's performance rate improved by just under 5%. However, even this is less than the negotiated rate of other states in Region X.

The State's overall performance outcomes should not be compared with the proposed performance baselines of other states in Region X since we do not have a similar economic structure or economic growth. Alaska's average personal income has declined steadily since 1990. In 1990 Alaska ranked 9th according to the census bureau. By 1997 the State's average personal income ranks declined to 20th. While the State saw little change in its average personal income, the income of many other states improved. In the Northwest, Idaho experienced a modest decline in ranking from 44th to 46th, while Oregon and Washington saw dramatic increases. There is no immediate evidence that Alaska is benefiting from any of the economic growth experienced in the lower 48 states. Further, it is unlikely that Alaska will arrest the economic decline it is experiencing as a result of the transition to a tourism and service based economy.

Alaska will use the youth performance indicators specified by regulation for youth age 14-18, and the older youth performance indicators for youth 19-21 who are served under the youth program.

Youth Age 19-21:

- entry into unsubsidized employment
- retention in unsubsidized employment six months after entry into employment
- earnings received in unsubsidized employment six months after entry into employment and
- attainment of recognized credentials relating to achievement of education or occupational skills

Youth Age 14-18:

- attainment of basic skills, and, as appropriate, work readiness or occupational skills
- attainment of secondary school diploma or its recognized equivalent, and

- placement and retention in post secondary education or advanced training or placement and retention in military service, employment or qualified apprenticeships

Customer Satisfaction:

- participant
- employer

ALASKA'S PROPOSED BASELINE PERFORMANCE STANDARDS

The following proposed baseline performance standards for the performance measurements were arrived at after a successful negotiation process with USDOL. They are based on previous performance outcomes in the State. This information can be found in the Employment and Earnings of Participants Exiting Selected Alaska Training Programs-FY 1998 With a Comparison of Performance with FY 1997 report published by the Alaska Department of Labor. In year three of the WIA, after some valid performance benchmarks are established, and in light of then current economic conditions, we propose a renegotiation of performance standards for years four and five of the Plan.

Final Proposed Performance Standards for Youth

<i>Youth 19-21</i>	<i>PY 2000</i>	PY 2001	PY 2002	Base Data	National Average
Entered Employment	63.0%	65.0%	67.0%	68.6%	63.0%
6 Month Retention	60.0%	66.0%	70.0%	54.3%	77.0%
6 Month Earnings Change	\$2400.00	\$2450.00	\$2500.00	\$2343.50	\$3150.00
Credential Attainment Rate	40%	42.0%	45.0%	Survey	50.0%
Youth 14-18					
Skill Attainment	72.0%	73.0%	74.0%	SPIR	72.0%
				74.3%	
Diplomas or Equivalent Attained	55.0%	55.0%	55.0%	None	55.0%
Placement and Retention	54.0%	54.0%	54.0%	None	54.0%
<i>Customer Satisfaction</i>					
Employer	66.0%	67.0%	68.0%	None	66.0%
Participant	68.0%	69.0%	70.0%	None	68.0%

Factors considered in determining these figures:

- The low retention rate is due to the nature of the short term, seasonal jobs in the tourism and service industries.
- The ‘credential attainment rate’ is relatively low because our statewide training resources are not available in many rural and remote communities.
- Resources necessary to enroll and sustain trainees in programs outside their communities for long periods of time are not readily available.
- The ‘skill attainment’ for youth age 14-18 was a critical function of the past summer youth program and will continue to be an important outcome under the WIA youth programs. Alaska has historically achieved high rates of other terminations under JTPA Title II-B. There will be a committed effort to transfer this performance outcome from other terminations to skill attainment.
- The ‘retention rate for youth age 14-18’ is anticipated to be low since many of these participants remain in school and do not work after skill attainment. The average number of participants in the JTPA program under the age of 18 is one factor this rate is based on. Alaska questions the relevance of the criteria used to measure ‘retention rate for youth age 14-18’ since it does not accurately identify the desired outcome for this age group, which is for these youth to remain in school. The current criteria are more in line with the desired outcome for older youth age 19-21. Submission of a waiver request to better align the desired outcome for youth in this lower age group is under consideration by the Alaska Workforce Investment Office.

III. ASSESSMENT

1.3. Who are the youth customers of the State’s workforce investment system? (Section 112(b)(4), 112(b)(17).

Eligible youth served will be age and income eligible and will have one or more of the following barriers:

- deficient in basic literacy skills
- school dropout
- homeless
- runaway
- foster child
- pregnant or parenting teen
- offender or
- failed Alaska’s comprehensive high school competency exam
- “needs assistance to finish educational program or to secure and hold employment” as defined by the Local WIB. This definition will include youth with a disability per Section 664.200(c)(6).

The State assures 30% of available youth funds will be expended on behalf of school youth who are school dropouts or who have graduated or gained a General Equivalency Diploma (GED) but are basic skills deficient, under employed or unemployed.

All eligible youth except those who qualify under section 129(c)(5) will meet at least one of the barriers in section 101 of the WIA.

B.1.a.ii. Identify the organizations or entities represented on the State Board (SWIB). If you are using an alternative entity which does not contain all the members required under Section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in the WIA. (Section 111(a)-(c), 111(e), 112(b)(1).)

The Governor has named the Alaska Human Resource Investment Council (AHRIC) as the State Workforce Investment Board (SWIB or State Board). Current board representation includes business leaders representing a variety of regions within the State, organized labor, education (including vocational education and post secondary), Native organizations, State Commissioners for Education, Labor, Health and Social Services, and Community and Economic Development, community based organizations, vocational rehabilitation, and Local Workforce Investment Boards (LWIBs).

The members of the AHRIC were given the opportunity to review and comment on the plan before it was released for public comment. The table below is representative of the current AHRIC/SWIB membership in relation to SWIB membership requirements under the WIA.

AHRIC/SWIB MEMBERSHIP COMPARISON

WIA Requirements on SWIB Membership	Current SWIB Membership
Governor	Governor
2 Members of each chamber of State Legislature	
Majority of business leaders	Business representation from regions across the State
Chief Elected Officials from Local WIBs	
Labor Representatives	Labor Representatives
Representatives of organizations or individuals with experience in Youth Activities	Representatives of organizations or individuals with experience in Youth Activities
Chief Executive Officials of postsecondary education organizations and community based organizations with experience and expertise in delivery of workforce investment activities	Chief Executive Officials of postsecondary education organizations and community based organizations with experience and expertise in delivery of workforce investment activities
State agency officials who are One- Stop partners	State Commissioners for Education, Labor, Health and Social Services, and Community and Economic Development
Representatives from juvenile justice and economic development	

Other entities involved in the development of the Youth Transition Plan were given the opportunity to do so through the Youth Opportunities Work Group which was established by the AHRIC to discuss the process and direction that should be taken to ensure youth activities were addressed and implemented to meet the needs of youth in the State.

The information in the table below is representative of membership on the Youth Opportunities Work Group and includes representatives of organizations that have experience with youth activities such as School-to-Work, The Governors' Council on Disability and Special Education, and the Alaska Job Corps Center. It is an indication of the involvement of a broad spectrum of experts from different parts of the State who have experience with youth activities in their geographic areas and service/program areas.

Youth Opportunities Work Group Representation

ORGANIZATION	AREA
RurAL CAP; & Statewide Private Industry Council (PIC)	Anchorage
The Association of Retarded Citizens Anchorage	
Boys & Girls Club	Anchorage
Hartig, Rhodes; & Anchorage/Mat-Su PIC	Anchorage
U.S. Dept. of Labor, Bureau of Apprenticeship Training	Anchorage
Governor's Council on Disabilities & Special Education	Anchorage
Ilisagvik College	Barrow
School-To-Work Coordinator, Delta Greely Schools	Delta Junction
Painters' Union	Fairbanks
Tanana Chiefs Conference	Fairbanks
Southeast Alaska Guidance Association	Juneau
Statewide Private Industry Council (PIC)	Juneau
School-To-Work Coordinator; & Ketchikan High School	Ketchikan
Alaska Job Corps Center	Palmer

The State Board is committed to meeting the expectations of Alaskans. As such it provides regular opportunity for public comment at each of its meetings. The State Board also periodically appoints ad hoc groups and committees to address planning, policy and service issues as necessary. Where practical, members of the State Board will serve in multiple roles, including as Local WIB members and youth advisory council members.

Input from alternative entity non-board members and additional stakeholders required by Section 111(b)(1) has been sought through teleconferences, common meetings, and the public comment process and included in this plan.

The State of Alaska complies with the federal regulations of Title I of the Americans with Disabilities Act (ADA), (Alaska Statute, AS18.80.210, WEB address: http://www.legis.state.ak.us/cgi-bin/folioisa.dll/stattx99/query=*/doc/{t6919})?

Individuals with disabilities who require special accommodation, auxiliary aides and services, or alternative communication formats to obtain service, can call a specified number or correspond with the specified agency. Reasonable efforts will be made to accommodate the individual in need.

B.1.a.v. How will the State Board coordinate and interact with the Local Boards?

The State Board has a long history of working closely with the former SDAs (LWIBs). This positive history of interaction will facilitate the relationship intended in the WIA between the State Board and the Local WIBs. Representation on the AHRIC currently includes an Anchorage/Mat-Su Local WIB member. Local WIB chair members and/or

SDA coordinators often attend State Board meetings. In addition, the chair and/or members of the State Board are invited and often attend Local WIB meetings. Cross representation on the State and Local WIBs will also facilitate this interaction.

In anticipation of the WIA planning requirements, the State Board has implemented planning efforts over the last two years that have further assisted in developing relationships between planning entities. Mechanisms for formal communication will be developed that may include regularly scheduled joint meetings or liaison-type positions that perform communication functions.

B.1.c. Identify the criteria the State has established to be used by the chief elected officials in the local areas for the appointment of Workforce Investment Boards (Local Boards) members based on the requirements of Section 117. (Section 112(b)(6), 117(b).)

The State determined that the Chief Elected Officials would benefit most by using the option of ‘selecting a pre-existing entity’ to develop and appoint the Local Workforce Investment Area Boards. The ‘pre-existing entity’ must meet the ‘alternative entity’ criteria described in the WIA Section 117(I), and the State membership and appointment and re-appointment criteria. Detail for pursuing this option is included in Appendix ‘B’ entitled: ‘Local Workforce Investment Boards Appointment Criteria When Using A Pre-Existing “Alternative Entity.”’

Under authority of the Governor’s Administrative Order No. 182 (Appendix ‘A’), the Private Industry Councils which represent the two Service Delivery Areas in the State are designated the pre-existing entities and need to apply for certification as Local WIBs. Appendix ‘C’ is the “Request For Certification” form.

The certification process used by the AHRIC in the appointment of members to the Local Workforce Investment Boards is under development.

Reference to the ‘Local Workforce Investment Boards Formation and Certification – A Checklist for Chief Local Elected Officials’ (Appendix ‘E’), provides a checklist to be used by chief local elected officials to assist them in establishing a local Workforce Investment Board. It also includes a ‘Request for Certification’ application that is submitted to the Governor and the AHRIC for review and approval. Step Five of the ‘checklist’ addresses making appointments consistent with requirements under ‘Local Workforce Investment Boards Appointment Criteria When Using a Pre-Existing “Alternative Entity”’ and consistent with the Governor’s suggestions.

B.1.d.i. Describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for youth funds pursuant to Sections 128(b)(3)(B). Describe how the allocation methods and factors help ensure that youth funds are distributed equitably throughout your State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis. (Sec 112(b)(12)(A)(B), 128(b)(3)(B), 133(b)(3)(B).)

Based on the weighting of youth employment, poverty factors as excess unemployed detailed in Appendix 'D,' the State Board intends to authorize distribution of the mandatory 85% to the Local WIBs. On November 5, 1999 the State Board authorized equal weighting of the three required WIA factors. Through collaboration with the Research and Analysis unit of the Department of Labor and Workforce Development, the JTPO and representatives of the Local WIBs, it was concluded that this funding model provided the least negative impact to any one Local Workforce Investment Area. In addition, the allocation funds distribute a majority of funds to Workforce Investment Areas with the highest levels of youth poverty and unemployment.

Further, it was demonstrated that the U.S. Department of Labor Secretary's policy decision on "hold harmless" regarding within state allocations, provided the means to minimize any significant shifts in funding levels from one Local Workforce Investment Area to another. The representatives of the Local WIBs concluded that such an approach provided the greatest deployment of youth resources with the least negative impact to any Workforce Investment Area.

B.1.d.iii. For the youth funding stream, include a chart that identifies the formula allocation to each local area for the first fiscal year, describe how the individuals and entities represented on the State Board were involved in the development of factors, and describe how consultation with local boards and local elected officials occurred, (Sec. 112(b)(12)(A).)

The State Board directed staff to develop a Youth Transition Plan that afforded the timely and smooth transition of youth activities under the WIA. The option of submitting a transition was then discussed and approved by the current Private Industry Council (PIC) members of each sub-state Service Delivery Area. Staff from each of the PICs contributed editorially in the writing of the plan. PICs were presented the draft for approval prior to final approval by the State Board. The executive directors of the PICs participated in the presentation of the plan for final approval to the State Board and solicited public comment on the State Board approved Youth Transition Plan. In addition, the Youth Opportunities Work Group appointed by the AHRIC reviewed the plan. Work Group members included representatives of youth service agencies, the Alaska Job Corps Center, public educators and citizens concerned about the delivery of youth services in Alaska.

The youth funding formula allocation approved by the State Board is attached. Refer to Appendix 'D.'

B.1.e. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for Youth Activities under Title I of the WIA, including how potential bidders are being made aware of the availability of grants and contracts (Section 112(b)(16).)

The Alaska Workforce Investment Office is assigned responsibility for the allocation and distribution of youth funds. The funds are distributed via grants and contracts in compliance with Alaska's Administrative Code, Permanent Regulations Title 2, Chapter 012-015, Procurement and Purchasing. Copies of the regulations are available for review at the following WEB address: <http://www.legis.state.ak.us/cgi-bin/folioisa.dll/aac>

The grant and contract process follows federal and state guidelines.

- The grant process includes:
 - (1) The funding allocation for 85% formula funds to the Local WIBs for youth will be distributed by formula as required in the Act and regulations and as described in the assessment section (B.1.d.i) of this plan;
 - (2) Statewide youth services funded by the 10% youth set aside are typically solicited through Request for Grant Applications and follow federal and State guidelines on procurement to ensure adequate competition.
- The contract process includes:
 - (1) On-line public notification
 - (2) Notice in Alaska newspapers
 - (3) Notification to vendors listed on the General Service Administration's (GSA) maintained Supply Bidder List. The Supply Bidders List is not available on the WEB. The GSA makes a current listing available to us for purposes of distributing a specific Request For Proposal to interested vendors. Potential vendors may request a 'bidder application packet' from GSA and have their name added to the Supply Bidders List. This packet can be obtained by contacting GSA directly or accessing the State of Alaska WEB address:
www.state.ak.us/local/akpages/ADMIN/dgs/purchasing/vendorapp.htm

At the direction of the State Board, the Department will solicit for statewide youth services by competitive Request for Proposals (RFP) through the general mass media and the Alaska Administrative Journal.

The non-competitive process for procuring training services is defined in the Alaska Administrative Code and includes formalized agreements for service.

Procurement regulations under the Alaska Statute and Alaska Administrative Code can be accessed at WEB address:

<http://www.state.ak.us/local/akpages/ADMIN/dgs/purchasing/>

Choose 'Procurement Statues' for the Alaska Statute or 'Purchasing Regulation' for the Alaska Administrative Code.

- B.1.f. Identify the criteria to be used by Local Boards in awarding grants for youth activities including criteria used by the Governors and Local Boards to identify effective and ineffective youth activities and providers. (Section 112(b)(18)(B).***

Local advisory committees and Youth Councils will have input in the planning and oversight process for review of youth activities.

Emphasis in the award granting process will be placed on similar criteria to that which is currently in place. Innovation, a history of successful service provision, goals that mirror the RFP, capacity for service provision, qualified staff, appropriate facilities, sound fiscal management and compliance with the WIA parameters will all be criteria included in the decision making process.

Statewide youth services will be solicited by competitive RFPs and may be advertised through the media, including TV, radio, newspaper, the Alaska State Website, and individual mailings to local governments, tribal governments, and community based organizations. The proposals will be reviewed and scored by a local review group to include representatives knowledgeable in youth services, employment, training, the culture and the geographic area from which proposals are solicited.

A portion of the funding may be allocated among One-Stop Centers to provide a base level of support for both the 14-18 and 19-21 age groups after taking into consideration regional needs and demands, as defined by RFP response and the need for individual services.

The Local WIBs are focused on achieving their performance objectives as part of the State Plan. Through negotiations with local vendors and sub-contractors, the Local WIBs will re-enforce the activities that aid in the achievement of performance outcomes and negotiated performance standards.

The State Board and Local WIBs will develop criteria to identify effective and ineffective youth activities and providers. Consideration will be given to activities and providers that:

- Involve family members
- Build youth responsibility
- Develop relationships between youth and caring adults
- Place high expectations on youth and staff
- Provide appropriate services based on age and individual youth needs
- Demonstrate prior successes in providing employment and training services to youth
- Prepare youth for success in employment
- Improve education achievement
- Provide ample support for youth
- Demonstrate the connection between work and learning
- Provide comprehensive guidance and counseling

B.1.g. If you did not delegate this responsibility to Local Boards, provide your State's definition regarding the sixth youth eligibility criterion at Section 101(13)(c)(vi).

The State has delegated this responsibility to the Local WIBs, and they will set the definition for ‘needs additional assistance to complete an educational program or to secure and hold employment.’ Possible eligibility criteria include:

An individual who:

1. (a) Is currently attending an educational program AND
(b) Has previously dropped out of educational program OR has poor attendance patterns in educational program during the last 12 calendar months AND
(c) Has below average grades

OR

2. (a) Is not attending an educational program AND
(b) Has no vocational/employment goal AND
(c) Has a poor work history (to include no work history), or has been fired from a job in the last six calendar months

OR

3. (a) Has completed full high school attendance AND failed comprehensive high school graduation tests AND
(d) Was denied an Alaska high school diploma
(e) Requests and requires intensive tutoring and/or remedial education to prepare for and retake the comprehensive examinations OR the General Equivalency Diploma (GED) examination

In 1997, the Alaska Legislature passed legislation that requires all Alaska high school students to pass an examination in reading, writing, and mathematics before they can receive a high school diploma. Students must pass the ‘Alaska High School Graduation Qualifying Examination,’ in addition to completing all course requirements, to earn a high school diploma. Students who do not pass the examination will receive a certificate of attendance. The Class of 2002 will comprise the first students who need to comply under this law. They will need to demonstrate skills describe in the Alaska Performance Standards. Passing this examination will:

- show the student has mastered core knowledge and skills in reading, writing, and mathematics
- show the student is prepared to enter a college, university, or technical school
- assure that employers will know the student has learned the basic skills

B.2.b. *Describe the current state of One-Stop implementation in the State, including: the degree of existing collaboration for the WIA Title I, the Wagner-Peyser Act, and all other required and optional partners. Include all existing youth activities and how the State has included them in the development of the One Stop integrated service delivery system. (Section 112(b)(8)(A), 121(b)(1).*

Alaska is in the third year of implementation of the US Department of Labor (USDOL) One-Stop initiative. During the first two years, Alaska opened six co-located Local Job Centers, one each in Ketchikan, Juneau, Eagle River, Kenai, Mat-Su, and Bethel. In addition, two neighborhood sites in Anchorage have recently opened.

A key component of the One-Stop system in Alaska is the designation of consortiums as the One-Stop operators in the Local Workforce Investment Area. This provides an opportunity for WIA Title I and Wagner Peyser Act services to be coordinated. Both service areas in Alaska have adopted this approach to One-Stop operation. As members of the consortia each entity assumes responsibility for coordinating and collaborating with other partner agencies to serve groups such as youth. In addition to participating as members of the One-Stop consortium, Wagner Peyser representatives are present on the Local Workforce Investment Boards and the State Workforce Investment Board. This provides a broad level of coordination and collaboration from the policy level to the direct service level.

As Alaska moves toward a more comprehensive One-Stop delivery system which includes services for youth, the commitment and involvement among youth partners is growing, particularly in the School-to-Work program and the Alaska Job Corps. Cook Inlet Tribal Council which recently received a Youth Opportunity Grant, will also be an important contributor and partner in the provision of youth services, particularly for Native youth in rural areas. Given the limited youth funding and expanded youth services mandated by the WIA as well as the difficulty in service provision to rural youth, coordination between the One-Stops and the Youth Opportunity Grant grantee becomes vital. The JTPA Summer Youth Employment and Training Program (SYETP) provides the work component as a complement to the School-to-Work programs provided to younger youth by school districts, and there is certainly an opportunity under the WIA for an expanded role in that coordination. In order for a true seamless net of services that begin with School-to-Work and job training opportunities for younger youth and then transition to jobs or further training, it will be vital that all these players are at the table.

The Alaska Job Center Network (AJCN) has provided technology and upgraded software to electronically link partner agencies so that partner agencies have the capability to share and integrate data. While co-location of youth activities has already taken place in some One-Stops, Alaska's size as well as other factors, makes it impossible for this to happen statewide. We expect to continue to work towards making youth services available physically or 'virtually' through the One-Stop system as we implement the WIA.

C.1. Assess your current system's ability to meet the customer and economic needs related to youth. What are your key strengths? What weaknesses will you need to address to move forward? Describe any opportunities or challenges to achieving your vision as it relates to youth, including any economic development, legislative, or

reorganization initiatives anticipated that could impact on the performance and effectiveness of your State's workforce investment system. (Section 111(d)(2), 112(a).)

In program years 1993, 1994 and 1995 Alaska struggled to meet all federally established performance standards. Despite on going economic adversity, in the last three years Alaska exceeded the federally established performance standards. Alaska established a commitment to performance and will maintain its commitment to performance under WIA. Alaska expects to meet or exceed newly negotiated performance standards despite geographic, cultural, and economic factors. Alaska is building a comprehensive system with comprehensive services available to youth statewide.

Key strengths: Alaska's workforce development system has already incorporated significant employer participation on the statewide and local levels. On a statewide scale, the current Balance of State PIC already benefits from over 50% membership by business representatives. In smaller communities, isolated by lack of a road system, service providers are closely connected to employers who view the workforce development system as a mechanism to obtain viable workers from their own communities. The School-to-Work program provided additional interactions that have resulted in greater familiarity with workforce development systems. The State has begun an effort to increase employer involvement in identifying workforce needs and to coordinate those needs with services offered with partnership programs like the Alaska Business Education Compact. All of these efforts will continue to be supported under the WIA.

Additionally, legislative action recently transferred the Job Training Partnership Act program (originally within the Department of Community and Regional Affairs), to the Department of Labor and Workforce Development, which will facilitate smoother service delivery.

Challenges: Conversely, the State will face many challenges in the implementation of the WIA, simply by virtue of our geographic size, vast distances between Service Delivery Areas/Workforce Investment Areas and cultural diversity. Nonetheless, building a comprehensive system with comprehensive services available to youth statewide remains an ongoing goal. Historically, urban clients have received a greater selection of service than those in rural Alaska have, and in our current One-Stop environment, urban customers will continue to have enhanced access to services. Rural customers will continue to need more access to services and individualized services because of the lack of employment and training opportunities outside hub communities.

The State will continue to enhance services by using available funds in producing quality projects and making them universally accessible. Activities must continue to be tailored to communities and regions, take local resources into account and be responsive to customer needs. Program staff development such as cross training must continue so job tasks can be shared rather than compartmentalized. The One-Stop effort has contributed greatly to this goal.

C.2. *In moving your current system toward your vision, what are your State's priorities for youth? (Sec. 111(d)(2), 112(a).)*

Alaska's priorities are to create and maintain a seamless continuum of opportunity, means, incentives and rewards for youth and to assist them in selecting, pursuing and obtaining a life-sustaining career that results in self sufficiency.

At the State Board level, this translates to:

- creating an opportunity-rich environment for local youth workforce development through on-going statewide economic development activities and the creation and maintenance of systems that enhance and encourage youth participation
- assuring the means are available throughout the State so that all youth, wherever located, will have equal and easy access to those opportunities with a minimum of bureaucratic and systemic obstacles
- designing and overseeing appropriate incentives to Local WIBs to enhance, expand and develop community resources and incentives for youth participants to encourage them to take advantage of those resources and
 - enhancing the ability of youth participants to attain and retain employment in careers that will sustain them and their families throughout their lifetime

The success of the State Board's workforce development priorities for youth is grounded in its collaborative partnership with the Local WIBs. Services will be delivered at the local level where differing locale-specific resources and opportunities exist.

IV. STRATEGIES FOR IMPROVEMENT

A.3. *How will your State build the capacity of Local Boards and Youth Councils to develop and manage effective programs? (Section 111(d)(2), 112(b)(14).)*

The State JTPA programs have the benefit of a history of successful service provision that provide a solid foundation for Local Boards and Youth Councils. Both the Balance of State PIC and the Anchorage/Mat-Su PIC are currently applying for certification as Local WIBs and each group brings a wealth of experience and history to youth issues.

The Local WIBs envision a Youth Conference in the Fall of 2000, inviting all partners associated with building opportunities for Alaska's youth to join in, collaborate and

determine a forward direction by which youth in the State will experience long term and life long benefits. The Local WIBs will draw not only on local expertise but will also invite other youth oriented leaders from the workforce investment arena to share what other states are experiencing in terms of providing comprehensive services for youth.

The Alaska Business Education Compact, an organization composed of employers, educators and community members, is working to ensure all Alaska's youth are prepared for work and lifelong learning. Their work includes:

- offering training and technical assistance for employers, educators and local partnership to build their capacity to prepare youth for their futures
- building connections among students, employers, K-12 education system, post-secondary education system, parents, government agencies, and community organizations
- sharing information on effective programs and best practices
- supporting school and community changes to better meet students' and employers' needs
- reducing bureaucratic obstacles to program efficiencies

This partnership is partially funded by the Alaska Department of Education and Early Development, School-to-Work initiative, and the Alaska Department of Labor and Workforce Development, Job Training Partnership Office.

The State Board has also adopted the Malcolm Baldrige Principles as the foundation of the State Unified Plan and as a benchmark for delivery of quality One-Stop services. In the Spring of 2000 State Board members, Local WIB members, and Youth Council members may receive training on these Principles. Furthermore, State personnel will be provided the skills and training necessary to maintain an on-going in-house model of continuous improvement utilizing the same principles.

B.14. *Describe your State's strategy for providing comprehensive services to eligible youth, including any coordination with foster care, education, welfare, and other relevant resources. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Describe how coordination with Job Corps, youth opportunity grants, and other youth programs will occur.*

The One-Stop effort was the first step in providing a mechanism for collaboration among agencies. Additionally, a variety of coordinated efforts are underway to address at-risk youth and literacy programs, including services to Alaska Temporary Assistance Program (ATAP) and Welfare to Work (WtW) participants who include at-risk youth. Agencies offering specialized programs for homeless and troubled youth, school to work efforts,

adult learning, vocational rehabilitation, pregnant and parenting youth include correctional facilities, and alternative schools. These programs already collaborate and coordinate with the JTPA program by sharing information and integrating services as appropriate and will continue to do so with youth activities under WIA to ensure that services are provided to this target group. There will be an emphasis on collaboration and building partnerships and clearing obstacles among the different agencies.

All eligible youth will receive the services their assessment indicates are appropriate. Youth who experience a disability will receive services appropriate to their assessment. As appropriate, the Local Workforce Investment Area employment coordinators will work with other funding sources including Vocational Rehabilitation to provide services. Services that are determined necessary under a youth's vocational plan and outside the scope of services available under the WIA will be referred for additional services from an appropriate agency such as Vocational Rehabilitation. Whenever possible Local Workforce Investment Area staff will provide appropriate vocational services jointly with the Vocational Rehabilitation agency or other agency capable of providing vocational services.

The Governor's JOBS Cabinet, which includes high level representatives of all state agencies, promotes streamlined agency collaboration and coordination. This group ensures youth services are relevant, meaningful and efficiently interconnected.

The WIA provides a mechanism for coordination and collaboration by leveraging the resources of our partner agencies. The WIA service providers work closely with the existing training and education programs to prepare Alaska's youth for further career opportunities. Local programs such as Alaska Job Corps Center provide an excellent opportunity to leverage resources. The Alaska Workforce Investment Office (AWIO) is providing guidance in the development of the Alaska Works plan. This plan provides an opportunity for reducing bureaucratic barriers as well as coordinating the resources of many of the mandatory partners.

Cross representation on youth advisory councils, Local WIBs and the State Board will further ensure a high level of collaboration and coordination. In a small population state like Alaska key partners can play multiple roles. The AWIO is encouraging Local WIBs to seek assistance from such individuals on their local boards and advisory councils and planning groups.

The Alaska Job Corps Center (AJCC) and the Alaska Military Youth Academy are some of the unique alternative schools in Alaska which offer training. Both are federally funded and accredited through the Northwest Association of Schools and Colleges.

The AJCC located in Palmer is a special purpose school where the goal is to assist youth in getting a job with a future. It serves about 250 students each year between the age of 16 and 24. It offers year round education and vocational training in a residential setting. Most of the students are from rural Alaska, and the majority is Alaska Native. The AJCC

historically has worked closely with the State Board and with other agencies such as the Alaska Native Coalition on Employment and Training (ANCET), the Alaska Vocational Technical Center (AVTEC) the University of Alaska, the two Alaska LWIBs, local Job Centers, the JTPO, and the Division of Public Assistance to ensure that appropriate services are provided.

The Alaska Military Youth Academy serves at-risk youth, 16 to 18 years of age and out of school without having completed a secondary education. The ChalleNGe Program classes are offered in a military-style residential setting and provide a basic secondary education, healthy life-skills training and a strong community service component. It includes an intense, disciplined, structured, military-style residential phase 22 weeks in duration, followed by a 12-month post-residential ‘after-care’ phase.

Both the AJCC and the Alaska Military Youth Academy serve youth 16 years of age or older. Efforts directed at the 14-16 year old age group have typically been a part of the School-to-Work effort. This group is also a target of the Alaska Business Education Compact (ABEC) through the CHOICES Education Group program. CHOICES requires the involvement and commitment of employers and educators. It is an interactive classroom seminar that gives middle and high school students a chance to see into the future and recognize the importance of the personal and academic decision they make today. Through creative, highly participatory exercises led by volunteer presenters from the business community, students learn how to take control of their lives by making wise decisions. Expanding services to this age group is a goal for the State under the WIA.

B.15. *Describe how your State will, in general, meet the Act’s provisions regarding youth program design. In particular, discuss the following:*

- *preparation for post secondary educational opportunities*
- *strong linkages between academic and occupational learning*
- *preparation for unsubsidized employment opportunities*
- *effective linkages with intermediaries with strong employer connections*
- *alternative secondary school services*
- *summer employment opportunities*
- *paid and unpaid work experiences*
- *occupational skill training*
- *leadership development opportunities*
- *comprehensive counseling*
- *supportive services and*
- *follow-up services. (Section. 112(b)(18), 129(c).)*

Specific examples of the youth program elements follows:

(1) Preparation For Post-Secondary Education Opportunities:

-
- Fifty-four school districts in the State provide comprehensive preparation for postsecondary education. In addition many of these districts coordinate with other employment programs to provide youth with valuable work related experiences.
- (2) Strong Linkages Between Academic and Occupational Learning:
- Alaska's Business Education Compact provides a forum for the linkage of industries with occupational needs to the academic community. School professionals and employers share needs and resources to accomplish linkages.
- (3) Preparation For Unsubsidized Employment Opportunities:
- Career occupations are studied in detail at public vocational career centers like the King Career Center and the Hutchinson Career Center. Students successfully completing these programs often secure entry level unsubsidized employment in their field of study.
- (4) Effective Linkages With Intermediaries With Strong Employer Connections:
- Youth Councils and the Business Education Compact are both organizations with strong ties to employers and programs providing direct services to youth.
- (5) Alternative Secondary School Services:
- AVAIL, SEARCH and SAVE are all alternative secondary school services designed to help dropouts or students who have fallen behind. In addition students are provided part time work experiences.
- (6) Summer Employment Opportunities:
- WIA Title I programs will provide summer employment opportunities with a focus on skill development and enhancement.
- (7) Paid and Unpaid Work Experiences:
- Programs like AVAIL, SEARCH, SAVE, School with-in-a School and the ACE program provide youth with paid and unpaid work experience sometimes in exchange for school credit.
- (8) Occupational Skill Training:
- Public programs like AVTEC, Kotzebue Technical Center and private programs like Charter College and the Travel Academy provide specific occupational skill training. The focus of the training is development of entry level skills necessary to secure unsubsidized employment.
- (9) Leadership Development Opportunities:
- Native organizations provide youth with the opportunities to develop leadership skills with a cultural focus.
- (10) Comprehensive Counseling:

Counseling services are an integral part of all youth programs in intermediate school and funded through WIA Title I youth programs. In particular programs focus on substance abuse counseling and vocational counseling. These programs focus on developing effective decision making and problem solving skills.

(11) Supportive Services:

All WIA Title I youth programs will provide appropriate supportive services including transportation and housing assistance, tools and equipment and other services determined necessary to support participants to complete training or accept employment.

(12) Follow Up Services:

All WIA Title I youth programs will provide follow up services for 12 months after completion. Follow up services can include the elements described above as well as post employment services.

Our State has a good core of well developed vendors and youth agency partners with vast expertise, capacity and established track records in all of these ten elements that can be further developed and networked together with the help of staff, communities and especially the Youth Councils under the WIA. These ten elements form the core of year-around youth programs provided through various vendors and agency partners on the basis of assessment and subsequent individual service strategy plans.

The Youth Councils will help set the direction and theme for accomplishing a variety of more progressive goals consistent with the WIA such as increased visibility of youth programs, stronger linkages in the business community, a better focus on youth development activities such as leadership and mentoring opportunities including organizational and teamwork skills, an increased emphasis on academic learning as it connects to the workplace, a stronger focus on out-of-school youth and longer term services that provide a continuum of educational, development, skill building options that lead to successful transition to the workforce and post-employment interventions to assist youth to stay attached to, and advance within, the labor market.

In addition, we will utilize our prior competency skill attainment option for younger youth for occupational, work readiness and basic skills attainment areas with the intent of revising and updating these competency skill attainments under the Youth Council once that group is fully formed and functional.

Vendors contracted through the RFP process will administer many of these program elements under the direction and assistance of staff, the Youth Councils and the Local WIBs. Fortunately, many of these vendors have already established good performance in addressing many of the goals sought under these program elements. These vendors include school districts and various youth non-profit organizations that specialize in providing services to challenged youth, and can continue working with them throughout the year as needed to achieve success within these elements. There is a strong emphasis

on academic skills enhancement and this is measured by pre and post testing outcomes. One goal is for students to achieve at least a one-grade increase in math, reading and English proficiency.

In addition, our State recognizes the importance of developing even better linkages within each community so more resources can be effectively utilized to deliver these services to our youth on a year-round basis. For example, both staff and the Youth Councils will actively work with some of our prior 'stand-alone' summer youth vendors so the new summer related program element can form the direct linkage necessary between academic and occupational learning. In many cases in the smaller communities in Alaska, school districts will be linked to smaller non-profit summer youth vendors to facilitate this process. This will allow for more of a focus on tutoring, study skills training and instruction leading to high school completion, including dropout strategies. This new emphasis will also focus on alternative high school services for those youth not currently enrolled in high school. In fact, this process should better address the goals and successful outcomes associated with all 10 program elements especially with smaller programs that can really benefit from better linkages with various school districts across the State. Likewise, the school districts have a distinct advantage linking with these kinds of vendors to allow for extended youth services that they currently do not have.

The WIA provides an opportunity to leverage other community resources. In Alaska there are a number of programs within the school districts that provide alternative educational opportunities for eligible youth, who for various reasons do not fit the streamlined approach to education. Examples of these alternative programs include:

- **AVAIL:** helps school dropouts who are at least 15 years old return to school. Emphasis is placed on developing self-esteem, remedial educational skills and readiness for work skills. The school is part of an educational/business partnership.
- **SEARCH:** is a full academic program serving 7th and 8th graders who have fallen behind in obtaining academic credit and are not on target to meet graduation requirements.
- **SAVE:** is an academic/vocational program serving high school age students who have fallen behind in obtaining academic credit and are not on target to meet graduation requirements. In addition to fulfilling academic requirements, students must hold a part time job or take vocational training through the King Career Center.
- **KING CAREER CENTER:** offers career technology training in 25 different programs plus on-the-job training and co-op work experience. Students learn job entry skills, and they are encouraged to investigate a variety of post secondary options. Classes are scheduled during regular high school hours.
- **SWS:** The School-Within-A-School program for high school students encourages academic, individual and personal growth in an alternative environment where respect is vital. Decision making, goal setting, curriculum development, activities, and budgetary concerns are features of this group where community involvement and student leadership is promoted.

- **HCC:** Hutchison Career Center in Fairbanks offers career technology training for students from the Fairbanks North Star Borough and surrounding area.

By design, these programs offer preparation for post secondary educational opportunities, strong linkages between academic and occupational learning, preparation for unsubsidized employment opportunities, alternative secondary school services, paid and unpaid work experiences, comprehensive counseling, and effective linkages with intermediaries with strong employer connections.

Two vocational and technical training centers in the State which provide occupational skill training, comprehensive vocational counseling, and strong linkages with the business community to a statewide multi-cultural population are the Alaska Vocational Technical Education Center (AVTEC) in Seward and the Kotzebue Technical Training Center (KTCC) in Kotzebue.

Effective linkages with intermediaries with strong employer connections include the Local WIBs and the Alaska Business Education Compact.

Support services including: child care, transportation, living expenses, minor or emergency health services, counseling, tools, work clothes, and safety equipment, will continue to be provided if they are necessary to enable a participant to receive training or to take a job.

Alaska recognizes the need to actively address the alcohol and drug problem among our youth and find a solution to the problem. Counseling is one way to address the issue. To ensure access to and information about alcohol and drug abuse, counseling will be provided to youth as part of a comprehensive guidance and counseling plan. The State plans to stipulate in RFPs for youth services that counseling is a resource available to youth from the vendor/service provider, if such counseling is identified as a need in the assessment process.

V. PERFORMANCE MANAGEMENT

1. *For each of the core youth indicators identified in Section II of these instructions, the customer satisfaction indicator and additional state measures explain how the State worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State-adjusted level performance established for other States (if available), taking into account differences in economic conditions, the characteristics of the participants when they entered the program and the services to be provided. Include a description of how the levels will help you*

achieve customer satisfaction and continuous improvement over the five years of the Plan. (Section 112(b)(3), 136(b)(3).)

Agreement was reached between the SDA representatives and the JTPO that core indicators as identified in the WIA would be addressed by the JTPO. The level of performance is based on the past performance of the SDAs' delivery of JTPA services in the last three years. These measurements reflect the past success of the State in the delivery of services. They also provide good information and clear indication that improvements can be made, and will be of value as the State moves in new directions and develops new and creative approaches to service delivery. As the economic environment in Alaska changes, it is important to remember the flexibility the State will need in setting performance standards on an on-going basis in an effort to meet as yet unrealized performance factors. This approach will encourage continued successful program outcomes and provide incentives for creative program development based on the actual needs and choices of the customers we serve.

Alaska's proposed performance standards reveal a commitment to maintaining quality services and developing new and enhanced strategies to meet the needs of all Alaskans. The degree to which Alaska achieves these standards must be considered in the context of customer satisfaction. If Alaska builds a better employment and training system but fails to take into account the needs of the participants or employers then it has not succeeded. Alaska will need some time to build the capacity necessary to achieve growth in its performance standards. However, Alaska must begin today to work for participants and employers in meeting their employment needs. By the end of year three Alaska should see improvement in its systems through enhanced customer satisfaction. In year three Alaska will be ready to negotiate with its Federal partner over new standards of performance that raise the bar in the level and quality of services. Alaska's commitment to its customers is first. Improved performance in terms of quantity will be second.

Alaska's performance levels establish a standard that allows it to build a comprehensive system of service delivery that will eventually meet the needs of every Alaskan. Once a system of service delivery is in place that Alaska's customers value and respect it will only require the additional investment of appropriate resources to meet all the employment and training needs. The youth service delivery system is the first system Alaska intends to bring on line under the WIA. With the successful implementation of youth services, Alaska will use the momentum to address the needs of adult and dislocated worker services. As a support strategy statewide projects funds will be targeted on enhancement of Alaska's labor market and filling the systemic gaps identified early in the implementation of youth services. Within three years Alaska will have functioning youth employment and training program and will be prepared to meet new and higher performance standards.

2. *Describe any actions the Governor and State Board will take to ensure collaboration with key youth partners and continuous improvement of the statewide workforce investment system (Section 11(d)(2), 112(b)(1).)*

A primary directive of the State Board is the removal of program barriers, improving program efficiencies, and improving service delivery to the customer. This will be accomplished through the One-Stop model and in collaboration with youth service agencies, educators, parents and welfare reform officials with an emphasis on developing skills that lead to self-sufficiency.

VI. ASSURANCES

1. The State assures that it will establish, in accordance with Section 184 of the WIA, 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 the allotments made under Sections 127 and 132. (Section 112(b)(11).)
2. The State assures that the youth funds received under the WIA will be distributed
3. equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this plan. (Section 112(b)(12)(B).)
4. The State assures that it will comply with the confidentiality requirements of Section 136(f)(3).
5. The State assures that no funds received under the WIA will be used to assist, promote, or deter union organizing. (Section 181(b)(7).)
6. The State assures that it will comply with the nondiscrimination provisions of Section 188, including an assurance that a “Methods of Administration” has been developed and implemented. (Section 188.)
7. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of Section 188. (Section 185.)
8. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at Section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contracts Management and will specify the required terms and conditions and assurances and certifications, including but not limited to, the following:

General Administrative Requirements:

29CFR part 97

Uniform Administrative Requirements for State and Local Governments (as amended by the Act).

29 CFR part 96 (as amended by OMB Circular A-133) Single Audit Act.

OMB Circular A-87 Cost Principles (as amended by the Act).

Assurances and Certifications:

SF 424B Assurances for Nonconstruction Programs.

29 CFR part 31, 32 Nondiscrimination and Equal Opportunity Assurance (and regulation).

CFR part 93 Certification Regarding Lobbying (and regulation).

29 CFR part 98 Drug Free Workplace and Debarment and Suspension Certifications (and regulation).

Special Clauses/Provisions:

Other special assurances or provisions as may be required under Federal law policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

The State has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations, and other partners.

The State assures that it will comply with Section 504 of the Rehabilitation Act of 1973 (29 USC 794) and the American's with Disabilities Act of 1990 (42 USC 12101 et seq.).

The State assures that funds will be spent in accordance with the Workforce Investment and the Wagner-Peyser Act legislation, regulations, written Department of Labor Guidance, and all other applicable Federal and State laws.

YOUTH TRANSITION PLAN APPENDICES

- A. ADMINISTRATIVE ORDER 182 –See Appendix 4 of Unified Plan, Pg 220.**
- B. LOCAL WORKFORCE INVESTMENT BOARDS APPOINTMENT
CRITERIA WHEN USING A PRE-EXISTING “ALTERNATIVE ENTITY”**
- C. A REQUEST FOR CERTIFICATION – LOCAL WORKFORCE
INVESTMENT BOARDS**
- D. YOUTH FUNDING FORMULA**
- E. CHECKLIST FOR CHIEF LOCAL ELECTED OFFICIALS – LOCAL
WORKFORCE INVESTMENT BOARDS FORMATION AND
CERTIFICATION**

***APPENDIX 'B'**

Local Workforce Investment Boards Appointment Criteria

When Using A Pre-Existing "Alternative Entity"

This package of instructions was prepared to assist Chief Local Elected Officials who choose to establish a local WIB using a pre-existing entity that meets:

- 1.The "alternative entity" option described in WIA Sec.117(i).
- 2.The state membership and appointment and re-appointment criteria.

WIA Sec.117(i) states:

"Alternative Entity—For purposes of complying with subsections (a), (b), and (c), and paragraphs (1) and (2) of subsection (h), a State may use any local entity (including a local board, regional workforce development board, or similar entity) that—

A) is established to serve the local area (or the service delivery area that most closely corresponds to the local area).

B) is in existence on December 31, 1997.

C) (i) is established pursuant to section 102 of the Job Training Partnership Act, as in effect on December 31, 1997, or

(ii) is substantially similar to the local board described in subsections (a), (b), and (c) and paragraphs (1) and (2) of subsection (h).

D) includes—

- (i) representatives of business in the local area.
- (ii) representatives of labor organizations (for a local area in which employees are represented by labor organizations, nominated by local labor federations), nominated by local labor federations, or
- (iii) (for a local area in which no employees are represented by labor organizations), other representatives of employees in the local area."

Should the local CEO for the current JTPA Service Delivery Areas choose to appoint the existing Private Industry Council as an "alternative entity", the CEO is required to provide justification as part of the application process. Alaska's Private Industry Councils have provided significant leadership and oversight for the employment and job training system over the years, and have been investment reform. Congress intends that CEOs develop new boards or at the least restructure current PICs in order to strengthen the connections with business, labor, Alaska Native Grantees, economic development organizations and other federal programs. CEOs who choose this option should provide a plan with timelines for making board member appointments that meet this goal by no later than July 1, 2001.

Provisional WIB certification allows the Local CEO to appoint the existing local Private Industry Council/Workforce Investment Board as the temporary Workforce Investment Board with the intent that the Board will transform into a WIA by July 1, 2000. If this option is chosen, please provide a matrix of the current membership and areas of representation, and the eventual board with areas of representation. Please explain where the PIC/WIB is now in terms of membership, how the new board will be composed, and how this is different than the current makeup of the existing council/board. Please provide a copy of the current bylaws this council/board operates under.

Please provide the current Conflict of Interest policy used by the existing board. As part of the application process, the Governor will require adequate Conflict of Interest policy as envisioned by the Workforce Investment Act.

***APPENDIX 'C'**

A REQUEST FOR CERTIFICATION Local Workforce Investment Boards

As the designated Chief Local Elected Official for purposes of the Workforce Investment Act of 1998, I am submitting this Request for local Workforce Investment Boards Certification to the Alaska Human Resource Investment Council (State Workforce Investment Board). I understand that the State Board will review this application and, if determined complete, will recommend its approval to the Governor.

Our Workforce Investment Area comprises the following geographic area:

I offer my assurance that the community leaders appointed as members to our area's Workforce Investment Boards were selected:

- With the Governor's appointment considerations in mind, we believe that the members selected will be capable of leading the Board's work to inform broad-based needs assessment, strategic planning, and program outcome analysis for our area's workforce development system as a whole.
- Following federal and state membership criteria instructions as provided by the state Board on behalf of the Governor.
- Using the nomination processes required by federal law as included in the state Boards' instructions.

I have attached a chart that identifies my appointments to the local Workforce Investment Board (and Form No. 1, if applicable).

Chief Local Elected Official(s)

As Designated for Purposes of the Workforce Investment Act of 1998

Date

Mail to:

Alaska Human Resource Investment Council ♦ 550 W. 7th Avenue, Suite 1830 ♦ Anchorage, AK 99501

Feb 23,2000

WIA Title I Youth Funding Formula

Option A

		Alaska	Anchorage/ MatSu	Balance of State
MANDATORY				
1. Number Unemp in ASU		18,049	7,278	10,771
2. Excess Unemp.		4,787	467	4,320
3 Econ. Disadvantaged Youth		18,219	7,073	11,146
1. Number Unemp in ASU		100.0%	40.3%	59.7%
2. Excess Unemp.		100.0%	9.8%	90.2%
3 Econ. Disadvantaged Youth		100.0%	38.8%	61.2%
	WEIGHT			
1. Number Unemp in ASU	33.3%	\$911,120	\$367,396	\$543,724
2. Excess Unemp.	33.3%	\$911,120	\$88,941	\$822,179
3 Econ. Disadvantaged Youth	33.3%	\$911,120	\$353,716	\$557,404
	100.0%			
MANDATORY ALLOCATION TO WIB'S		\$2,733,361	\$810,054	\$1,923,307
		100.0%	29.636%	70.364%
TOTAL MANDATORY ALLOCATION		\$2,733,361		

DISCRETIONARY ALLOCATION				
A. Excess youth Poverty		1,073	0	1,073
B Excess unemployed above state ave.		2,091	0	2,091
A. Excess youth Poverty		100.0%	0.0%	100.0%
B Excess unemployed above state ave.		100.0%	0.0%	100.0%
	WEIGHT			
A. Excess youth Poverty	50.0%	\$0	\$0	\$0
B Excess unemployed above state ave.	50.0%	\$0	\$0	\$0
	100.0%			
DISCRETIONARY ALLOCATION TO WIB'S		\$0	\$0	\$0
		0.0%	0.0%	0.0%
TOTAL BASE ALLOCATED TO SDA's		\$0		

A) TOTAL ALLOCATION WIB'S		\$810,054	\$1,923,307
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***** HOLD HARMLESS CALCULATION *****

	ALASKA	Anc/Mat-Su	Bal. Of State
ALLOCATION ONE YEAR AGO PY98	\$3,639,275	\$1,351,152	\$2,288,123
CURRENT ALLOCATION PY99	\$3,438,399	\$1,290,289	\$2,148,110
TWO YEAR AVERAGE ALLOCATION	\$3,538,837	\$1,320,721	\$2,218,117

B) 90% OF TWO YEAR AVERAGE		\$1,188,648	\$1,996,305
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C) GREATEST AMOUNT OF ROW A OR B		\$1,188,648	\$1,996,305
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D) SUM OF ROW C	\$3,184,953
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MAX ALLOCATION TO SDA's	\$2,733,361
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** FINAL ALLOCATION TO SDA's **		\$2,733,361	\$1,020,111	\$1,713,250
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	100.0%	37.321%	62.679%
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***APPENDIX 'E'**

Local Workforce Investment Boards Formation and Certification A Checklist for Chief Local Elected Officials

Purpose

The following "checklist" is offered to chief local elected officials to assist you in your leadership role for workforce development. It is designed to take you through the steps required to establish a local Workforce Investment Board. This action is required, in part, in order for the state to implement the Workforce Investment Act of 1998. The Workforce Investment Act of 1998 was signed into law on August 7, 1998. The purpose of the Act is to coordinate and improve employment, training, literacy, and vocational rehabilitation programs. The Act provides resources and authority to states and local communities to provide coordinated labor market services and training and to ensure an adequate return on investment through strong program accountability. Sec.116 of the Workforce Investment Act (WIA) requires the Governor to designate local Workforce Investment Areas within the state. Governor Tony Knowles designated the two geographic Service Delivery Areas in the state under JTPA as the local Workforce Investment Areas under WIA: the Anchorage/Mat-Su Consortium and the Balance of State (Statewide). The Act requires the Governor to establish criteria for applications from other geographic areas within the state for designation as Workforce Investment Areas.

Sec.117 of the Act requires Chief Local Elected Officials to establish a local Workforce Investment Board in each of the state's Workforce Investment Areas. In Alaska these local boards will be named local "Workforce Investment Boards."

☒ Step One—Review the functions of the local Workforce Investment Board

The Chief Elected Official(s), responsible for establishing the Board in the local area, should review the functions of a local Workforce Investment Board. The local WIB should work in partnership with the local CEO.

The functions of the local Workforce Investment Board include:

- Development of a Strategic Plan for the local area's workforce development system. The area Strategic Plan is to include assessments of current and future employment opportunities and skills needs, the current and future workforce, and current workforce development system; and include the goals, objectives, and strategies for the local workforce development system.

-
- Development of a local plan for WIA covering One-Stop universal services and other funded employment and training services to youth, adults, and dislocated workers.
 - Execution of a master partnership agreement with local chief elected official.
 - Coordination of workforce development activities to ensure linkage with economic development strategies.
 - Coordination of outreach and linkages with employers, including small business.
 - Assessment of the planning process to identify quality improvements.
 - Selection and oversight of WIA youth providers and One-Stop operators.
 - Development of Memoranda of Understanding with and among One-Stop partner organizations in the Alaska Job Centers Network.
 - Negotiation of local performance standards for WIA with the state.
 - Identification of eligible providers of WIA funded training.
 - Assistance regarding the employment statistics system.
 - Coordination of TANF WorkFirst post-placement services within the workforce development system in the area.

How is "Local Workforce Development System" described?

The "Workforce Development System" means programs that use private and/or public (local, state, and federal) funds to prepare workers for employment, upgrade worker skills, retrain workers, or provide employment or retention services for workers or employers.

The "Workforce Development System" includes, but is not limited to:

- Secondary vocational education, including activities funded under the federal Carl D. Perkins Vocational-Technical Education Act of 1998.
- Community and technical college vocational education programs, including activities funded under the federal Carl D. Perkins Vocational-Technical Education Act of 1998.
- Alaska Native JTPA employment and training programs.
- Private career schools and private college vocational programs.
- Employer-sponsored training.
- Youth, adult, and dislocated worker programs funded by the Workforce Investment Act of 1998 (WIA).
- Work-related adult basic education and literacy programs, including programs funded under the federal Adult Education and Family Literacy Act (WIA Title II).
- Activities funded under the federal Wagner-Peyser Act (WIA Title III).
- Apprenticeships.
- The One-Stop System [as described in WIA Sec.121(b)].
- The State Training and Employment Program.
- Work-related components of the vocational rehabilitation program (WIA Title IV).
- Programs offered by private and public nonprofit organizations that provide job training or work-related adult literacy services.
- May include other local, state, and federally funded workforce development programs.

-
- May include other privately funded workforce development programs and initiatives.

☒ **Step Two—Choose between two Workforce Investment Board options**

The Chief Elected Official(s) in the local area may choose either of two Board membership options.

- Establish a new local Workforce Investment Boards (WIB) that meets:
 - a) At a minimum, the Board membership composition requirements of WIA Sec.117(b) and the Youth Council membership composition requirements of Sec.117(h).
 - b) The state membership and appointment criteria.
- ☒ Detail for pursuing this option is included in an attachment entitled:
Appointment Criteria for Establishing A New Local Workforce Investment Board.
- Select a pre-existing entity that meets:
 - a) The "alternative entity" option described in WIA Sec.117(i).
 - b) The state membership and appointment and re-appointment criteria.
- ☒ Detail for pursuing this option is included in an attachment entitled:
Local Workforce Investment Boards Appointment Criteria when using A Pre-Existing "Alternative Entity."

☒ **Step Three—Notify the Governor of your choice**

The Chief Elected Official in the local area should submit a letter to the Governor (with a copy to the Alaska Human Resource Investment Council) proposing his or her choice of a new or pre-existing local board. The letter may be submitted any time after receipt of this package.

The Chief Local Elected Official's letter should be written in a way that will help the Governor appreciate how the choice will most effectively organize community leadership for the workforce development system in the area.

☒ **Step Four—Review timelines for establishing the local Board**

The local Workforce Investment Boards' strategic plan must be submitted to the state by March 1, 2000. In order to meet the planning due dates, all Boards must be certified no later than January 1, 2000. The sooner a Board is established, the more time the Board will have to build quality and broad stakeholder involvement into their planning process.

Local Workforce Investment Areas that choose to establish a new entity should consider November 1, 1999, as the outside date for appointing WIB members and December 1, 1999, as the outside date for appointing Youth Council members.

Provisional WIB Certification

Chief Local Elected Officials that choose to use a pre-existing entity should apply by letter to the Governor for provisional WIB certification to allow the area to use its

standing members to function temporarily as the WIB. Provisional certification is a temporary status, making it possible for community leaders to begin developing their area's local Strategic Plan and planning their area's WIA program while Board nominations and appointments/re-appointments are underway. Local areas that choose to use a pre-existing entity should consider October 15, 1999, as the outside date for appointing WIB members and submitting the Board certification application to the Governor for his approval.

☑ Step Five—Begin making appointments consistent with the attached requirements and considering the following Governor's suggestions

Chief Local Elected Officials are responsible for seeking nominations and appointing local Workforce Investment Board members. This LEO role is critical. The contribution of the Board to workforce and economic development in the community is dependent on the leadership quality of its members. This important work begins with the Chief Local Elected Officials' reaching out to entities that will be submitting nominations. Selecting influential individuals and key policy makers to serve on the Board will impact the effectiveness of the local workforce development system, as well as its acceptance in the community, for years to come.

Governor's suggested appointment considerations:

1. Create a nomination process that encourages access and involvement and that invites nominations of economic development organizations, Alaska Native Employment and Training organizations, leaders of business and industry, leaders of organized labor, leaders of post-secondary institutions and community colleges, and individuals with disabilities.
2. Select individuals who have qualifications to carry out the strategic and oversight functions outlined below:
 - Developing a Strategic Plan for the local area's workforce development system.
 - Developing a five-year WIA plan and overseeing the local area's One-Stop Career Development System (Alaska Job Centers) including the coordination of employer linkages for the area's One-Stop System.
 - Advising the coordination of TANF WorkFirst post-placement services with other workforce development services.
 - Advising the State Workforce Investment Board (Alaska Human Resource Investment Council) on the state WIA Unified Plan.
 - Advocating for meeting the workforce development needs of employers and individuals.
 - Linking local area workforce development activities and plans with local economic development strategies.

☑ Step Six—Apply to the Governor for Board Certification

Once the Chief Local Elected Officials have completed Board member appointments, the local elected officials should submit a Board Certification Application to the Alaska Human Resource Investment Council. The state Board will review the application

promptly and make its recommendation for approval to the Governor. Local Board certification by the Governor is required under WIA.

ATTACHMENT A – PROGRAMS, ASSURANCES, & SIGNATURES

A. Unified Plan Activities and Programs Checklist

Under Section 501 of the Workforce Investment Act, the following activities or programs may be included in a State's unified plan. From the list below, please place a check beside the programs and activities your State or Commonwealth is including in this Unified Plan.

The State unified plan shall cover one or more of the following programs and activities:

- | | |
|--|---|
| <u> </u> | Secondary vocational education programs (Perkins III/Secondary)
Note that inclusion of this program requires prior approval of State legislature.
<i>(Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.))</i> |
| <u> X </u> | Postsecondary vocational education programs (Perkins III/Postsecondary)
<u>Note that for the purposes of what the State unified plan shall cover, Perkins III/Secondary and Perkins III/Postsecondary count as one program.</u>
<i>(Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.))</i> |
| <u> X </u> | Activities authorized under Title I, Workforce Investment Systems (Employment and Training Activities for Adults, Dislocated Workers and Youth, or WIA Title I, including the Wagner-Peyser Plan)
<i>(Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.))</i> |
| <u> X </u> | Activities authorized under Title II, Adult Education and Family Literacy (Adult Education and Family Literacy Programs)
<i>(Workforce Investment Act of 1998 (20 U.S.C. 9201 et seq.))</i> |
| <u>The State unified plan may cover one or more of the following programs and activities:</u> | |
| <u> </u> | Programs authorized under §6(d) of the Food Stamp Act of 1977 (Food Stamp Employment and Training Program, or FSET)
<i>(7 U.S.C. 2015(d))</i> |
| <u> X </u> | Food Stamp Employment and Training Program, or FSET
<i>(7 U.S.C. 2015(o))</i> |
| <u> X </u> | Activities authorized under chapter 2 of title II of the Trade Act of 1974 (Trade Act Programs)
<i>(19 U.S.C. 2271 et seq.)</i> |
| <u> X </u> | Programs authorized under Part B of title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than §112 of such Act (29 U.S.C. 732) (Vocational Rehabilitation) |
| <u> X </u> | Activities authorized under chapters 41 & 42 of Title 38, USC, and 20 CFR 1001 and 1005 (Veterans Programs, including Veterans Employment, Disabled Veterans' Outreach Program, and Local Veterans' Employment Representative Program) |
| <u> X </u> | Programs authorized under State unemployment compensation laws (Unemployment Insurance) (in accordance with applicable Federal law which is authorized under Title III, Title IX and Title XII of the Social Security Act and the Federal Unemployment Tax Act |
| <u> </u> | Programs authorized under part A of title IV of the Social Security Act (Temporary Assistance for Needy Families (TANF) and Welfare-to-Work (WtW))
<i>(42 U.S.C. 601 et seq)</i> |
| <u> </u> | <u> X </u> Temporary Assistance for Needy Families |
| <u> </u> | <u> X </u> Welfare-to-Work |
| <u> X </u> | Programs authorized under title V of the Older Americans Act of 1965 (Senior Community Service Employment Program (SCSEP))
<i>(42 U.S.C. 3056 et seq.)</i> |
| <u> </u> | Training activities carried out by the Department of Housing and Urban Development (Community Development Block Grants (CDBG) and Public Housing)
Note that programs for CDBG and Public Housing can only be included in your State unified plan if the State is the funds recipient |
| <u> </u> | <u> </u> Community Development Block Grants |
| <u> </u> | <u> </u> Public Housing |
| <u> </u> | Programs authorized under the Community Services Block Grant Act (Community Services Block Grant, or CSBG) (42 U.S.C. 9901 et seq.) |

I. Program Sheets

Program: Title II, Adult Education and Family Literacy

State Name for Program/Activity: Adult Basic Education (ABE)

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Labor
Address: Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907)465-4537 E-mail Address: Rebecca_Gamez@labor.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):
Address:
Telephone Number: Facsimile Number: E-mail Address:

Name of Signatory Official: Commissioner Ed Flanagan
Address: Alaska Department of Labor Box 21149 Juneau, AK 99802-1149
Telephone Number: (907) 465- 2700 Facsimile Number: (907)465-4537 E-mail Address: Ed_Flanagan@labor.state.ak.us

Name of Liaison: Marsha Partlow Education Specialist
Address: Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465- 8714 Facsimile Number: (907) 465-4537 E-mail Address: Marsha_Partlow@labor.state.ak.us

Program: Vocational Rehabilitation

State Name for Program/Activity: Vocational Rehabilitation

Name of Grant Recipient Agency for Program/Activity: Division of Vocational Rehabilitation	
Address:	801 W. 10 th Street, Suite A Juneau, AK 99801
Telephone Number: (907) 465-2814 Facsimile Number: (907) 465-2856 E-mail Address: Duane_French@labor.state.ak.us	

Name of State Administrative Agency (if different from the Grant Recipient):	
Address:	Department of Labor and Workforce Development Box 21149 Juneau, AK 99802-1149
Telephone Number: (907) 465-2700 Facsimile Number: (907) 465-2784 E-mail Address: First_name_Last_name@labor.state.ak.us	

Name of Signatory Official: Duane M. French	
Address:	Division of Vocational Rehabilitation 801 W. 10 th , Suite A Juneau, AK 99802-1149
Telephone Number: (907)269-3573 Facsimile Number: (907)269-3632 E-mail Address: Duane_French@labor.state.ak.us	

Name of Liaison: Gail Sinnott	
Address:	Division of Vocational Rehabilitation 801 W. 10 th , Suite A Juneau, AK 99801
Telephone Number: (907) 465-6927 Facsimile Number: (907) 465-2856 E-mail Address: Gale_Sinnott@labor.state.ak.us	

Program: Perkins III Postsecondary

State Name for Program/Activity: Perkin III Postsecondary

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Education and Early Development	
Address:	801 W.10 th , Suite 200 Juneau, AK 99801
Telephone Number:	(907) 465-2802
Facsimile Number:	(907) 465-4156
E-mail Address:	Barbara_Thompson@eed.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):	
Address:	
Telephone Number:	
Facsimile Number:	
E-mail Address:	

Name of Signatory Official: Richard S. Cross, Commissioner	
Address:	Alaska Department of Education and Early Development 801 W. 10 th , Suite 200 Juneau, AK 99801
Telephone Number:	(907) 465-2802
Facsimile Number:	(907) 465-4156
E-mail Address:	Richard_Cross@eed.state.ak.us

Name of Liaison:	Barbara Thompson, Deputy Director
Address:	Alaska Department of Education and Early Development Division of teaching and Learning Support 801 W. 10 th , Suite 200 Juneau, AK 99801
Telephone Number:	(907) 465-8727
Facsimile Number:	(907) 465-6760
E-mail Address:	Barbara_Thompson@eed.state.ak.us

Program: FOOD STAMP EMPLOYMENT AND TRAINING PROGRAM

State Name for Program/Activity: Food Stamp Employment and Training Program

Name of Grant Recipient Agency for Program/Activity: Department of Health and Social Services - Division of Public Assistance
Address: Jim Nordlund, Director PO Box 110640 Juneau, AK 99811-0640
Telephone Number: (907)- 465-2680 Facsimile Number: (907)-465-5154 E-mail Address: Jim_Norlund@health.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):
Address:
Telephone Number: Facsimile Number: E-mail Address:

Name of Signatory Official:	Karen Perdue, Commissioner Department of Health and Social Services
Address: PO Box 110601 Juneau, AK 99811-0601	
Telephone Number: 907-465-3030 Facsimile Number: 907-465-3068 E-mail Address: Karen_Perdue@health.state.ak.us	

Name of Liaison: Deborah Roberts Burt
Address: Division of Public Assistance - Work Service Program PO Box 110640 Juneau, AK 99811-0640
Telephone Number: 907-465-5841 Facsimile Number: 907-465-5154 E-mail Address: Deborah_Burt@health.state.ak.us

Program: Senior Community Service Employment Program

State Name for Program/Activity: Senior Community Service Employment Program

Name of Grant Recipient Agency for Program/Activity: Alaska Commission on Aging
Address: Department of Administration P. O. Box 110209 Juneau, AK 99811-0209
Telephone Number: 907-465-4872 Facsimile Number: 907-465-4716 E-mail Address: Sue_Roth@admin.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):
Address:
Telephone Number: Facsimile Number: E-mail Address:

Name of Signatory Official: Jane Pollard Demmert, Executive Director
Address: Alaska Commission on Aging - Department of Administration P.O. Box 110209 Juneau, AK 99811-0209
Telephone Number: 907-465-3250 Facsimile Number: 907-465-4716 E-mail Address: Jane_Demmert@admin.state.ak.us

Name of Liaison: B. Sue Roth
Address: Alaska Commission on Aging - Department of Administration P.O. Box 110209 Juneau, AK 99811-0209
Telephone Number: 907-465-4872 Facsimile Number: 907-465-4716 E-mail Address: Sue_Roth@admin.state.ak.us

Program: Trade Act Programs

State Name for Program/Activity: TAA/NAFTA-TAA

Name of Grant Recipient Agency for Program/Activity:

Alaska Department of Labor

Address: Employment Security Division

Box 25509

Juneau, AK 99802-5509

Telephone Number: (907) 465-2712

Facsimile Number: (907) 465-4537

E-mail Address: Rebecca_Gamez@ labor.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):

Address:

Telephone Number:

Facsimile Number:

E-mail Address:

Name of Signatory Official:

Commissioner Ed Flanagan, AK Dept. of Labor

Address: Box 21149

Juneau, AK 99802-1149

Telephone Number: (907) 465-2700

Facsimile Number: (907) 465-4537

E-mail Address: Ed_Flanagan@labor.state.ak.us

Name of Liaison: Rebecca Gamez, Director, ESD

Address: Box 25509

Juneau, AK 99802-5509

Telephone Number: (907) 465-2712

Facsimile Number: (907)465-4537

E-mail Address: Rebecca Gamez@labor.state.ak.us

Program: TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)

State Name for Program/Activity: Alaska Temporary Assistance Program (ATAP)

Name of Grant Recipient Agency for Program/Activity:

Department of Health and Social Services - Division of Public Assistance
--

Address: Jim Nordlund, Director PO Box 110640 Juneau, AK 99811-0640
--

Telephone Number: 907-465-2680

Facsimile Number: 907-465-5154

E-mail Address: Jim Nordlund@health.state.ak.us
--

Name of State Administrative Agency (if different from the Grant Recipient):

Address:

Telephone Number:

Facsimile Number:

E-mail Address:

Name of Signatory Official:

Karen Perdue, Commissioner Department of Health and Social Services
--

Address: PO Box 110601 Juneau, AK 99811-0601
--

Telephone Number: 907-465-3030

Facsimile Number: 907-465-3068

E-mail Address: Karen_Perdue@health.state.ak.us
--

Name of Liaison: Deborah Roberts Burt
--

Address: Division of Public Assistance - Work Service Program PO Box 110640 Juneau, AK 99811-0640
--

Telephone Number: 907-465-5841

Facsimile Number: 907-465-5154

E-mail Address: Deborah_Burt@health.state.ak.us
--

Program: Welfare to Work

State Name for Program/Activity: Welfare to Work

Name of Grant Recipient Agency for Program/Activity: Department of Labor and Workforce Development

Address: 3301 Eagle Street, Suite 106, Anchorage, AK 99503-4188
--

Telephone Number: (907)-269-4651

Facsimile Number: (907)-269-4661

E-mail Address: Mike_Shiffer@labor.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):

Address:

Telephone Number:

Facsimile Number:

E-mail Address:

Name of Signatory Official: Ed Flanagan, Commissioner
--

Address: P. O. Box 21149, Juneau, AK 99802-1149
--

Telephone Number: (907)-465-2700

Facsimile Number: (907)-465-2784

E-mail Address: Ed_Flanagan@labor.state.ak.us

Name of Liaison: Mike Shiffer, Program Coordinator

Address: 3301 Eagle St., Suite 106, Anchorage, AK 99503-4188

Telephone Number: (907)-269-4653

Facsimile Number: (907)-269-4661

E-mail Address: Mike_Shiffer@labor.state.ak.us

Program: Title I, Workforce Investment Act

State Name for Program/Activity: Title I, Workforce Investment Act

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Labor and Workforce Development Employment Security Division Alaska Workforce Investment Office
Address: 3301 Eagle Street, Suite 106 Anchorage, AK 99503-4188
Telephone Number: (907) 269-4653 Facsimile Number: (907) 269-4661 E-mail Address: mike_shiffer@labor.state.ak.us
Name of State Administrative Agency (if different from the Grant Recipient): Same
Address: Same
Telephone Number: Same Facsimile Number: Same E-mail Address: Same
Name of Signatory Official: Rebecca Gamez, Director
Address: <u>Employment Security Division</u> Department of Labor and Workforce Development P.O. Box 25509 Juneau, AK 99803-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907) 465-4537 E-mail Address: rebecca_gamez@labor.state.ak.us
Name of Liaison: Mike Shiffer, Program Coordinator
Address: Alaska Workforce Investment Office Employment Security Division Alaska Department of Labor and Workforce Development 3301 Eagle Street, Suite 106 Anchorage, AK 99503-4188
Telephone Number: (907) 269-4653 Facsimile Number: (907) 269-4661 E-mail Address: mike_shiffer@labor.state.ak.us

Program: State Unemployment Insurance Compensation
(Titles III, IX and XII of the Social Security Act & the Federal Unemployment Tax Act)

State Name for Program/Activity: UI Compensation

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Labor	
Address:	Box 25509 Juneau, AK 99802
Telephone Number: (907) 465-2700 Facsimile Number: (907) 465-4537 E-mail Address: Chuck_Blankenship@labor.state.ak.us	

Name of State Administrative Agency (if different from the Grant Recipient):	
Address:	
Telephone Number: Facsimile Number: E-mail Address:	

Name of Signatory Official: Ed Flanagan, Alaska Commissioner of Labor	
Address:	Box 21149 Juneau, AK 99802-1149
Telephone Number: (907) 465-2700 Facsimile Number: (907) 465-4537 E-mail Address: Ed_Flanagan@labor.state.ak.us	

Name of Liaison: Chuck Blankenship, Assistant Director, Unemployment Insurance	
Address:	Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465- 5930 Facsimile Number: (907) 465 4537 E-mail Address: Chuck_Blankenship@labor.state.ak.us	

Program: Veterans Programs

State Name for Program/Activity: Veterans Programs

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Labor

Address: Employment Security Division Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907) 465-4537 E-mail Address: Rebecca_Gamez@labor.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):
Address:
Telephone Number: Facsimile Number: E-mail Address:

Name of Signatory Official: Commissioner Ed Flanagan, AK Dept. of Labor
Address: Box 21149 Juneau, AK 99802-1149
Telephone Number: (907) 465-2700 Facsimile Number: (907) 465-4537 E-mail Address: Ed_Flanagan@labor.state.ak.us

Name of Liaison: Rebecca Gamez, Director, ESD Alaska Dept. of Labor
Address: Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907) 465-4537 E-mail Address: Rebecca_Gamez@l;abor.state.ak.us

Program: Wagner-Peyser

State Name for Program/Activity: Wagner-Peyser

Name of Grant Recipient Agency for Program/Activity: Alaska Department of Labor
Address: Employment Security Division Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907) 465-4537 E-mail Address: Rebecca_Gamez@labor.state.ak.us

Name of State Administrative Agency (if different from the Grant Recipient):
Address:
Telephone Number: Facsimile Number: E-mail Address:

Name of Signatory Official: Commissioner Ed Flanagan, Alaska Dept. of Labor
Address: Box 21149 Juneau, AK 99802-1149
Telephone Number: (907) 465-2700 Facsimile Number: (907) 465-4537 E-mail Address: Ed_Flanagan@labor.state.ak.us

Name of Liaison: Rebecca Gamez, Director, ESD Alaska Dept. of Labor
Address: Box 25509 Juneau, AK 99802-5509
Telephone Number: (907) 465-2712 Facsimile Number: (907) 465-4537 E-mail Address: Rebecca_Gamez@labor.state.ak.us

II. SIGNATURES

As the Governor, I certify that for the State of ALASKA for those activities and programs included in this Unified Workforce Investment Act Plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State/Commonwealth in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this plan that are under my jurisdiction, we will operate the workforce development programs included in this Unified Plan in accordance with this Unified Plan and the assurances described in Section III of this Unified Plan.



Honorable Tony Knowles, Governor of Alaska

Date 3/31/00

Responsible State Official **for** Eligible Agency for Adult **Education**

I certify that for the State/Commonwealth of ALASKA, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State/Commonwealth in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this plan that are under my jurisdiction, we will operate the programs included in this Unified Plan in accordance with this Unified Plan and the applicable assurances described in Section III of this Unified Plan.



Ed Flanagan, Commissioner of Labor and Workforce Development

Date 3-28-00

Responsible State Official for Eligible Agency for Vocational Rehabilitation

I certify that for the State/Commonwealth of - ALASKA, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State/Commonwealth in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur.

I further certify that we will operate those activities and programs included in this Unified Plan that are under my jurisdiction in accordance with this Unified Plan and the assurances described in Section III of this Unified plan.

Duane M. French
Duane M. French, Director, Division of Vocational Rehabilitation
Date March 29, 2000

James M. Shine, Sr.
James M. Shine, Sr., Chairperson, Governor's Commission on Employment and Rehabilitation of Persons with Disabilities
Date March 28, 2000

III. CERTIFICATIONS AND ASSURANCES

Responsible State Official for Eligible Agency for Vocational Education

I certify that for the State/Commonwealth of - ALASKA, for those activities and programs included in this plan that are under my jurisdiction, the agencies and officials designated above under "Contact Information" have been duly designated to represent the State/Commonwealth in the capacities indicated for the programs and activities indicated. Subsequent changes in the designation of officials will be provided to the designated program or activity contact as such changes occur.

I further certify that, for those activities and programs included in this plan that are under my jurisdiction, we will operate the programs included in this Unified Plan in accordance with this Unified Plan and the applicable assurances described in Section III of this Unified Plan.



Richard S. Cross, Commissioner of Education and Early Development

By signing the signature page of
Alaska will comply with the

Date: 3-28-00

the Unified Plan the Governor certifies that
attached general certifications and assurances.

General Certifications and Assurances

By signing the Unified Plan signature page, you are certifying that:

1. the methods used for joint planning and coordination of the programs and activities included in the unified plan included an opportunity for the entities responsible for planning or administering such programs and activities to review and comment on all portions of the unified plan. Workforce Investment Act, 501(c)(3)(B)

In addition, if you submit your unified plan by posting it on an Internet web site, you are certifying that:

2. the content of the submitted plan will not be changed after it is submitted. Plan modifications must be approved by the reviewing State agency. It is the responsibility of the designated agency to circulate the modifications among the other agencies that may be affected by the changes.

In addition, the following certifications and assurances apply to the extent that the programs and activities are included in your State Unified Plan.

3. *Nonconstruction Programs*

By signing the Unified Plan signature page, you are certifying that:

1. the grantee has filed the Government-wide standard assurances for nonconstruction programs (SF 424). States can print SF 424 from <http://ocfo.ed.gov/grntinfo/appforms.htm>.

EDGAR Certifications, Nonconstruction Programs, Debarment, Drug-Free Work Place and Lobbying Certifications

You must include the following certifications for each of the State agencies that administer one of these programs: Perkins III, Tech-Prep, Adult Education and Literacy or vocational rehabilitation. A State may satisfy the EDGAR requirement by having all responsible State agency officials sign a single set of EDGAR certifications.

EDGAR Certifications

By signing the Unified Plan signature page, you are certifying that:

1. the plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. the State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. all provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
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. [34 CFR 76.104(a)(5)]
6. the State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. the agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. the plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]
9. a copy of the State plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]

Debarment, Drug-Free Work Place, and Lobbying

By signing the Unified Plan signature page, you are certifying that:

1. the ED grantee has filed ED 80-0013. This form also applies to AEFLA and RSA. States can print ED 80-0013 from <http://ocfo.ed.gov/grntinfo/appforms.htm>.

Perkins III

By signing the Unified Plan signature page, the eligible agency is certifying that:

1. the State plan complies with the requirements of Title I of Perkins III and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (§ 122(c)(10))
2. none of the funds expended under Title I of Perkins III will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (§122(c)(11))
3. §501(b)(1) provides that secondary vocational education programs authorized under Perkins III may only be included in a unified plan "with the prior approval of the legislature of the State." Documentation of this approval is submitted with the unified plan. State legislative approval may be conferred by a resolution adopted by votes of both houses of your State legislature (unless your State has a unicameral legislature) on any date following July 28, 1998. The resolution need not be freestanding; it may be included as an amendment to other legislation. In either event, the resolution should be

specific and refer to the requirements of section 501(b)(1) and must clearly differentiate between secondary and postsecondary vocational education.

WIA Title I/Wagner-Peyser Act/Veterans Programs

By signing the Unified Plan signature page, you are certifying that:

1. the State Board will ensure that the public (including people with disabilities) has access to Board meetings and information regarding State Board activities, including membership and meeting minutes. (§ 112(b)(1))
2. the State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, 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 the allotments made under sections 127 and 132. (§112(b)(11))
3. the State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that -
 - A. the State has implemented the uniform administrative requirements referred to in section 184(a)(3);
 - B. the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - C. the State has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6))
4. the State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this plan. (§112(b)(12)(B))
5. the State assures that veterans and other preference eligible persons will be afforded a priority service, in accordance with the requirements of chapter 41 of title 38 and 20 C.F.R. 1001, in the One-Stop system for the provision of labor exchange services funded under the Wagner-Peyser Act.
6. the State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§117(c)(2))
7. the State assures that it will comply with the confidentiality requirements of section 136(f)(3)
8. the State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7))
9. the State assures that it will comply with the nondiscrimination provisions of section 188, and its implementing regulations at 29 CFR part 37, including an assurance that a Methods of Administration has been developed and implemented (§188 and § 112(b)(17))
10. the State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188, as provided in the regulations implementing that section. (§185)
11. the State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.
12. the State assures that veterans workforce investment programs funded under WIA, Section 168 will be carried out in accordance with that section, and further assures veterans will be afforded employment and training services under WIA section 134, to the extent practicable.
13. the State certifies that Workforce Investment Act section 167 grantees, advocacy groups, the State monitor advocate, agricultural organizations, and employers were

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- given the opportunity to comment on the Wagner-Peyser Act agricultural services submission, including any local office affirmative action plans.
14. the State assures that it will comply with the annual Migrant and Seasonal Farmworker significant office requirements in accordance with 20 CFR part 653.
 15. the State has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
 16. the State assures that funds will be expended in accordance with the requirements of the WIA, the Wagner-Peyser Act, chapter 41 of Title 38, the regulations implementing such laws, written guidance issued by the Department of Labor, grant agreements, and other applicable Federal laws.
 17. the State certifies that labor exchange activities funded under the Wagner-Peyser Act will be provided by State merit-staff employees. The State assures that it will submit a plan modification to the Department if there is any change in policy regarding the public merit-staffed delivery of Wagner-Peyser Act services in any local workforce investment area.
 18. the State Workforce Investment system and entities carrying out activities in the community who are in receipt of assistance from the workforce investment system or from the workforce investment system partners shall comply with the Architectural Barriers Act of 1968, sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.
 19. the State assures to include State and local EO officers and advocates for groups protected from discrimination under WIA Section 188 in the planning process in a meaningful way, beginning with the earliest stages.
 20. the State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
 - General Administrative Requirements:
 - 29 CFR part 97--Uniform Administrative Requirements for State and Local Governments (as amended by the Act)
 - 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act
 - OMB Circular A-87 --Cost Principles (as amended by the Act)
 - Assurances and Certifications:
 - SF 424 B --Assurances for Nonconstruction Programs
 - 29 CFR part 31, 32 --Nondiscrimination and Equal Opportunity Assurance (and regulation)
 - CFR part 93 --Certification Regarding Lobbying (and regulation)
 - 29 CFR part 98--Drug Free Workplace and Debarment and Suspension
 21. the State certifies that, in providing an opportunity for public comment and input into the development of the plan, the State has consulted with persons of disabilities and has provided information regarding the plan and the planning process, including the plan and supporting documentation in alternative formats when requested.

Adult Education and Family Literacy

By signing the Unified Plan signature page, you are certifying that:

1. the eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals

with other special needs, to participate in Adult Education and Literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for Adult Education and Literacy activities provided under AEFLA for support services. (§ 224(b)(5))

2. the funds received under subtitle A of Title II of WIA will not be expended for any purpose other than for activities under subtitle A of Title II of WIA. (§ 224(b)(6))
3. the eligible agency will expend the funds under subtitle A of Title II of WIA only in a manner consistent with fiscal requirements in section 241. (§ 224(b)(8))

Food Stamp Employment and Training (FSET)

By signing the Unified Plan signature page, you are certifying that:

1. federal funds allocated by the Department of Agriculture to the State under section 16(h)(1) of the Food Stamp Act of 1977 (the Act), or provided to the State as reimbursements under sections 16(h)(2) and 16(h)(3) of the Act will be used only for operating an employment and training program under section 6(d)(4) of the Act.
2. the State will submit to the Food and Nutrition Service (FNS) annual updates to its Employment and Training Plan for the coming fiscal year. The updates are due by August 15 of each year. The annual update must include any changes the State anticipates making in the basic structure or operation of its program. At a minimum, the annual update must contain revisions to Tables 1 (Estimated Participant Levels), 2 (Estimated E&T Placement Levels), 4 (Operating Budget), and 5 (Funding Categories).
3. if significant changes are to be made to its E&T program during the fiscal year, the State will submit to FNS a request to modify its plan. FNS must approve the modification request before the proposed change is implemented. The State may be liable for costs associated with implementation prior to approval. See "The Handbook on Preparing State Plans for Food Stamp Employment and Training Programs" for additional information.
4. the State will submit a quarterly E&T report, FNS-583. Reports are due no later than 45 days after the end of each Federal fiscal quarter. The information required on the FNS-583 is listed in Exhibit 3 of the "The Handbook on Preparing State Plans for Food Stamp Employment and Training Programs."
5. the State will submit E&T program financial information on the SF-269, Financial Status Report. It must include claims for the 100 percent Federal grant, 50 percent matched funding, and participant reimbursements. The SF-269 is due 30 days after the end of each Federal fiscal quarter.
6. the State will deliver each component of its E&T program through the One-Stop delivery system, an inter-connected strategy for providing comprehensive labor market and occupational information to job seekers, employers, core services providers, other workforce employment activity providers, and providers of workforce education activities. If the component is not available locally through such a system, the State may use another source.

Vocational Rehabilitation

By signing the Unified Plan signature page, you are certifying that:

1. as a condition for the receipt Federal funds under title I, part B of the Rehabilitation Act⁽³⁾ for the provision of vocational rehabilitation services, the designated State agency⁽⁴⁾ agrees to operate and administer the State Vocational Rehabilitation Services Program in accordance with provisions of this Title I State plan⁽⁵⁾, the Act and all applicable regulations⁽⁶⁾, policies and procedures established by the Secretary. Funds made

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- available under section 111 of the Act are used solely for the provision of vocational rehabilitation services under title I and the administration of the title I State plan.
2. as a condition of the receipt of Federal funds under title VI, part B of the Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the provisions of the supplement to this State plan⁽⁷⁾, the Act, and all applicable regulations⁽⁸⁾, policies, and procedures established by the Secretary. Funds made available under title VI, part B are used solely for the provision of supported employment services and the administration of the supplement to the title I State plan.
 3. the designated State agency or designated State unit is authorized to submit this State plan under title I of the Act and its supplement under title VI, part B of the Act.
 4. the State submits only those policies, procedures, or descriptions required under this State plan and its supplement that have not been previously submitted to and approved by the Commissioner of the Rehabilitation Services Administration. (§ 101(a)(1)(B))
 5. the State submits to the Commissioner at such time and in such manner as the Secretary determines to be appropriate, reports containing annual updates of the information relating to the: comprehensive system of personnel development; assessments, estimates, goals and priorities, and reports of progress; innovation and expansion activities; and requirements under title I, part B or title VI, part B of the Act. (§ 101(a)(23))
 6. the State plan and its supplement are in effect subject to the submission of such modifications as the State determines to be necessary or as the Commissioner may require based on a change in State policy, a change in Federal law, including regulations, an interpretation of the Act by a Federal court or the highest court of the State, or a finding by the Commissioner of State noncompliance with the requirements of the Act, until the State submits and receives approval of a new State plan or plan supplement. (§ 101(a)(1)(C))
 7. the State has an acceptable plan for carrying out part B of title VI of the Act, including the use of funds under that part to supplement funds made available under part B of title I of the Act to pay for the cost of services leading to supported employment. (§ 101(a)(22))
 8. the designated State agency, prior to the adoption of any policies or procedures governing the provision of vocational rehabilitation services under the State plan and supported employment services under the supplement to the State plan, including making any amendment to such policies and procedures, conducts public meetings throughout the State after providing adequate notice of the meetings, to provide the public, including individuals with disabilities, an opportunity to comment on the policies or procedures, and actively consults with the Director of the client assistance program, and, as appropriate, Indian tribes, tribal organizations, and Native Hawaiian organizations on the policies or procedures. (§ 101(a)(16)(A))
 9. the designated State agency takes into account, in connection with matters of general policy arising in the administration of the plan, the views of individuals and groups of individuals who are recipients of vocational rehabilitation services, or in appropriate cases, the individual's representatives; personnel working in programs that provide vocational rehabilitation services to individuals with disabilities; providers of vocational rehabilitation services to individuals with disabilities; the Director of the client assistance program; and the State Rehabilitation Council, if the State has such a Council. (§ 101(a)(16)(B))
 10. the designated State agency (or, as appropriate, agencies) is a State agency that is:

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- a. X primarily concerned with vocational rehabilitation, or vocational and other rehabilitation, of individuals with disabilities; or
- b. ___ not primarily concerned with vocational rehabilitation, or vocational and other rehabilitation, of individuals with disabilities, and includes within the State agency a vocational rehabilitation bureau, or division, or other organizational unit that: is primarily concerned with vocational rehabilitation, or vocational and other rehabilitation, of individuals with disabilities, and is responsible for the designated State agency's vocational rehabilitation program; has a full-time director; has a staff, all or substantially all of whom are employed full time on the rehabilitation work of the organizational unit; and is located at an organizational level and has an organizational status within the designated State agency comparable to that of other major organizational units of the designated State agency. (§ 101(a)(2)(B))
11. the designated State agency (or, as appropriate, agencies):
- a. ___ is an independent commission that is responsible under State law for operating, or overseeing the operation of, the vocational rehabilitation program in the State; is consumer-controlled by persons who are individuals with physical or mental impairments that substantially limit major life activities; and represent individuals with a broad range of disabilities, unless the designated State unit under the direction of the commission is the State agency for individuals who are blind; includes family members, advocates, or other representatives, of individuals with mental impairments; and undertakes the functions set forth in § 105(c)(4) of the Act; or
- b. X has established a State Rehabilitation Council that meets the criteria set forth in section 105 of the Act and the designated State unit: jointly with the Council develops, agrees to, and reviews annually State goals and priorities, and jointly submits annual reports of progress with the Council, in accordance with the provisions of § 101(a)(15) of the Act; regularly consults with the Council regarding the development, implementation, and revision of State policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services; includes in the State plan and in any revision to the State plan, a summary of input provided by the Council, including recommendations from the annual report of the Council described in section 105(c)(5) of the Act, the review and analysis of consumer satisfaction described in section 105(c)(4), and other reports prepared by the Council, and the response of the designated State unit to such input and recommendations, including explanations for rejecting any input or recommendation; and transmits to the Council all plans, reports, and other information required under this title to be submitted to the Secretary; all policies, and information on all practices and procedures, of general applicability provided to or used by rehabilitation personnel in carrying out this title; and copies of due process hearing decisions issued under this title, which shall be transmitted in such a manner as to ensure that the identity of the participants in the hearings is kept confidential. (§101(a)(21))
12. the State provides for financial participation, 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 title I, part B of the Act. (§101(a)(3))
13. the plan is in effect in all political subdivisions of the State, except that in the case of any activity that, in the judgment of the Commissioner, is likely to assist in promoting the vocational rehabilitation of substantially larger numbers of individuals with disabilities or groups of individuals with disabilities, the Commissioner may waive compliance with the

requirement that the plan be in effect in all political subdivisions of the State to the extent and for such period as may be provided in accordance with regulations prescribed by the Commissioner, but only if the non-Federal share of the cost of the vocational rehabilitation services involved is met from funds made available by a local agency (including funds contributed to such agency by a private agency, organization, or individual); and in a case in which earmarked funds are used toward the non-Federal share and such funds are earmarked for particular geographic areas within the State, the earmarked funds may be used in such areas if the State notifies the Commissioner that the State cannot provide the full non-Federal share without such funds. (§ 101(a)(4))

14. the State agency employs methods of administration found by the Commissioner to be necessary for the proper and efficient administration of the State plan. (§101(a)(6)(A))
15. the designated State agency and entities carrying out community rehabilitation programs in the State, who are in receipt of assistance under title I of the Act, take affirmative action to employ and advance in employment qualified individuals with disabilities covered under and on the same terms and conditions as set forth in § 503 of the Act. (§101(a)(6)(B))
16. facilities used in connection with the delivery of services assisted under the State plan comply with the provisions of the Act entitled "An Act to insure that certain buildings financed with federal funds are so designed and constructed as to be accessible to the physically handicapped," approved on August 12, 1968 (commonly known as the "Architectural Barriers Act of 1968"), with § 504 of the Act and with the Americans with Disabilities Act of 1990. (§101(a)(6)(C))
17. If, under special circumstances, the State plan includes provisions for the construction of facilities for community rehabilitation programs--
 - a. The Federal share of the cost of construction for the facilities for a fiscal year will not exceed an amount equal to 10 percent of the State's allotment under section 110 for such year;
 - b. The provisions of section 306 (as in effect on the day before the date of enactment of the Rehabilitation Act Amendments of 1998) shall be applicable to such construction and such provisions shall be deemed to apply to such construction; and
 - c. There shall be compliance with regulations the Commissioner shall prescribe designed to assure that no State will reduce its efforts in providing other vocational rehabilitation services (other than for the establishment of facilities for community rehabilitation programs) because the plan includes such provisions for construction. (§101(a)(17))
18. the designated State unit submits, in accordance with section 101(a)(10) of the Act, reports in the form and level of detail and at the time required by the Commissioner regarding applicants for and eligible individuals receiving services under the State plan and the information submitted in the reports provides a complete count, unless sampling techniques are used, of the applicants and eligible individuals in a manner that permits the greatest possible cross-classification of data and ensures the confidentiality of the identity of each individual. (§101(a)(10)(A) and (F))
19. the designated State agency has the authority to enter into contracts with for-profit organizations for the purpose of providing, as vocational rehabilitation services, on-the-job training and related programs for individuals with disabilities under part A of title VI of the Act, upon the determination by the designated State agency that such for-profit organizations are better qualified to provide such vocational rehabilitation services than non-profit agencies and organizations. (§101(a)(24)(A))

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20. the designated State agency has cooperative agreements with other entities that are components of the statewide workforce investment system of the State in accordance with section 101(a)(11)(A) of the Act and replicates these cooperative agreements at the local level between individual offices of the designated State unit and local entities carrying out activities through the statewide workforce investment system. (§ 101(a)(11)(A) and (B))
 21. the designated State unit, the Statewide Independent Living Council established under section 705 of the Act, and the independent living centers described in part C of title VII of the Act within the State have developed working relationships and coordinate their activities. (§ 101(a)(11)(E))
 22. if there is a grant recipient in the State that receives funds under part C of the Act, the designated State agency has entered into a formal agreement that meets the requirements of section 101(a)(11)(F) of the Act with each grant recipient. (§101(a)(11)(F))
 23. except as otherwise provided in part C of title I of the Act, the designated State unit provides vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State to the same extent as the designated State agency provides such services to other significant populations of individuals with disabilities residing in the State. (§ 101(a)(13))
 24. no duration of residence requirement is imposed that excludes from services under the plan any individual who is present in the State. (§ 101(a)(12))
 25. the designated State agency has implemented an information and referral system that is adequate to ensure that individuals with disabilities are provided accurate vocational rehabilitation information and guidance, using appropriate modes of communication, to assist such individuals in preparing for, securing, retaining, or regaining employment, and are appropriately referred to Federal and State programs, including other components of the statewide workforce investment system in the State. (§101(a)(20))
 26. in the event that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities in the State who apply for the services, individuals with the most significant disabilities, in accordance with criteria established by the State for the order of selection, will be selected first for the provision of vocational rehabilitation services and eligible individuals, who do not meet the order of selection criteria, shall have access to services provided through the information and referral system implemented under section 101(a)(20) of the Act. (§ 101(a)(5)(C) and (D))
 27. applicants and eligible individuals, or, as appropriate, the applicants' representatives or the individuals' representatives, are provided information and support services to assist the applicants and eligible individuals in exercising informed choice throughout the rehabilitation process, consistent with the provisions of section 102(d) of the Act. (§ 101(a)(19))
 28. an individualized plan for employment meeting the requirements of section 102(b) of the Act will be developed and implemented in a timely manner for an individual subsequent to the determination of the eligibility of the individual for services, except that in a State operating under an order of selection, the plan will be developed and implemented only for individuals meeting the order of selection criteria; services under this plan will be provided in accordance with the provisions of the individualized plan for employment. (§ 101(a)(9))
 29. prior to providing any vocational rehabilitation services, except:
 - a. assessment for determining eligibility and vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;

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- b. counseling and guidance, including information and support services to assist an individual in exercising informed choice consistent with the provisions of section 102(d) of the Act;
 - c. referral and other services to secure needed services from other agencies through agreements developed under section 101(a)(11) of the Act, if such services are not available under this State plan;
 - d. job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
 - e. rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and
 - f. post-employment services consisting of the services listed under subparagraphs (a) through (e), to an eligible individual, or to members of the individual's family, the State unit determines whether comparable services and benefits exist under any other program and whether those services and benefits are available to the individual unless the determination of the availability of comparable services and benefits under any other program would interrupt or delay:
 - progress of the individual toward achieving the employment outcome identified in the individualized plan for employment;
 - an immediate job placement; or
 - provision of such service to any individual who is determined to be at extreme medical risk, based on medical evidence provided by an appropriate qualified medical professional. (§ 101(a)(8)(A))
30. the Governor of the State in consultation with the designated State vocational rehabilitation agency and other appropriate agencies ensures that there is an interagency agreement or other mechanism for interagency coordination that meets the requirements of section 101(a)(8)(B)(i)-(iv) of the Act between any appropriate public entity, including the State Medicaid program, public institution of higher education, and a component of the statewide workforce investment system, and the designated State unit so as to ensure the provision of the vocational rehabilitation services identified in section 103(a) of the Act, other than the services identified as being exempt from the determination of the availability of comparable services and benefits, that are included in the individualized plan for employment of an eligible individual, including the provision of such services during the pendency of any dispute that may arise in the implementation of the interagency agreement or other mechanism for interagency coordination. (§ 101(a)(8)(B))
31. the State agency conducts an annual review and reevaluation of the status of each individual with a disability served under this State plan who has achieved an employment outcome 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 (29 U.S.C. 214(c)) for 2 years after the achievement of the outcome (and annually thereafter if requested by the individual or, if appropriate, the individual's representative), to determine the interests, priorities, and needs of the individual with respect to competitive employment or training for competitive employment; provides for the input into the review and reevaluation, and a signed acknowledgment that such review and reevaluation have been conducted, by the individual with a disability, or, if appropriate, the individual's representative; and makes maximum efforts, including the identification and provision of vocational rehabilitation services, reasonable accommodations, and other necessary support services, to assist such individuals in engaging in competitive employment. (§ 101(a)(14))

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32. funds made available under title VI, part B of the Act will only be used to provide supported employment services to individuals who are eligible under this part to receive the services. (§ 625(b)(6)(A))
 33. the comprehensive assessments of individuals with significant disabilities conducted under section 102(b)(1) of the Act and funded under title I will include consideration of supported employment as an appropriate employment outcome. (§ 625(b)(6)(B))
 34. an individualized plan for employment, as required by section 102 of the Act, will be developed and updated using funds under title I in order to specify the supported employment services to be provided; specify the expected extended services needed; and identify the source of extended services, which may include natural supports, or to the extent that it is not possible to identify the source of extended services at the time the individualized plan for employment is developed, a statement describing the basis for concluding that there is a reasonable expectation that such sources will become available. (§ 625(b)(6)(C))
 35. the State will use funds provided under title VI, part B only to supplement, and not supplant, the funds provided under title I, in providing supported employment services specified in the individualized plan for employment. (§625(b)(6)(D))
 36. services provided under an individualized plan for employment will be coordinated with services provided under other individualized plans established under other Federal or State programs. (§ 625(b)(6)(E))
 37. to the extent jobs skills training is provided, the training will be provided on site. (§625(b)(6)(F))
 38. supported employment services will include placement in an integrated setting for the maximum number of hours possible based on the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of individuals with the most significant disabilities. (§625(b)(G))
 39. the State will expend not more than 5 percent of the allotment of the State under title VI, part B for administrative costs of carrying out this part. (§625(b)(7))
 40. the supported employment supplement to the title I State plan contains such other information and be submitted in such manner as the Commissioner of the Rehabilitation Services Administration may require. (§ 625(b)(8))

Unemployment Insurance

The Governor, by signing the Unified Plan Signature Page, certifies that:

1. the SESA will comply with the following assurances, and that the SESA will institute plans or measures to comply with the following requirements. Because the Signature Page incorporates the assurances by reference into the Unified Plan, States should not include written assurances in their Unified Plan submittal. The assurances are identified and explained in Paragraphs (2) - (11) below.
2. Assurance of Equal Opportunity (EO). As a condition to the award of financial assistance from ETA:
 - (a) the State assures that it will comply with the nondiscrimination provisions of section 188, and its implementing regulations at 29 CFR part 37, including an assurance that a Method of Administration has been developed and implemented (§188 and § 112(b)(17));
 - (b) the State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188, as provided in the regulations implementing that section (§185)
3. Assurance of Administrative Requirements and Allowable Cost Standards. The SESA will comply with administrative requirements and cost principles applicable to grants and

cooperative agreements as specified in 20 CFR Part 601 (Administrative Procedure), 29 CFR Part 93 (Lobbying Prohibitions), 29 CFR Part 96 (Audit Requirements), 29 CFR Part 97 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments), and OMB Circular A-87 (Revised), 60 FR 26484 (May 17, 1995), further amended at 62 FR 45934 (August 29, 1997) (Cost Principles for State, Local, and Indian Tribal Governments), and with administrative requirements for debarment and suspension applicable to subgrants or contracts as specified in 29 CFR Part 98 (Debarment and Suspension). The cost of State staff travel to regional and national meetings and training sessions is included in the grant funds. It is assured that State staff will attend mandatory meetings and training sessions, or unused funds will be returned.

States that have subawards to organizations covered by audit requirements of OMB Circular A-133 (Revised) (Audit Requirements of Institutions of Higher Education and Other Non-Profits) must (1) ensure that such subrecipients meet the requirements of that circular, as applicable, and (2) resolve audit findings, if any, resulting from such audits, relating to the UI program.

4. The SESA also assures that it will comply with the following specific administrative requirements.

- (i). Administrative Requirements.

Program Income. Program income is defined in 29 CFR 97.25 as gross income received by a grantee or subgrantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. States may deduct costs incidental to the generation of UI program income from gross income to determine net UI program income. UI program income may be added to the funds committed to the grant by ETA. The program income must be used only as necessary for the proper and efficient administration of the UI program. Any rental income or user fees obtained from real property or equipment acquired with grant funds from prior awards shall be treated as program income under this grant.

Budget Changes. Except as specified by terms of the specific grant award, ETA, in accordance with the regulations, waives the requirements in 29 CFR 97.30(c)(1)(ii) that States obtain prior written approval for certain types of budget changes.

Real Property Acquired with Reed Act Funds. The requirements for real property acquired with Reed Act or other non-Federal funds and amortized with UI grants are in UIPL 39-97, dated September 12, 1997, and in 29 CFR 97.31 to the extent amortized with UI grants.

Equipment Acquired with Reed Act Funds. The requirements for equipment acquired with Reed Act or other non-Federal funds and amortized with UI grants are in UIPL 39-97, dated September 12, 1997, and in 29 CFR 97.31 to the extent amortized with UI grants.

Real Property, Equipment, and Supplies.

Real property, equipment, and supplies acquired under prior awards are transferred to this award and are subject to the relevant regulations at 29 CFR Part 97.

For super-microcomputer systems and all associated components which were installed in States for the purpose of Regular Reports, Benefits Accuracy Measurement, and other UI Activities, the requirements of 29 CFR

Part 97 apply. The National Office reserves the right to transfer title and issue disposition instructions in accordance with paragraph (g) of Federal regulations at 29 CFR 97.32. States also will certify an inventory list of system components which will be distributed annually by ETA.

Standard Form 272, Federal Cash Transactions Report. In accordance with 29 CFR 97.41(c), SESAs are required to submit a separate SF 272 for each sub-account under the Department of Health and Human Services (DHHS) Payment Management System. However, SESAs are exempt from the requirement to submit the SF 272A, Continuation Sheet.

(ii). Exceptions and Expansions to Cost Principles. The following exceptions or expansions to the cost principles of OMB Circular No. A-87 (Revised) are applicable to SESAs:

- 1) Employee Fringe Benefits. As an exception to OMB Circular A-87 (Revised) with respect to personnel benefit costs incurred on behalf of SESA employees who are members of fringe benefit plans which do not meet the requirements of OMB Circular No. A-87 (Revised), Attachment B, item 11, the costs of employer contributions or expenses incurred for SESA fringe benefit plans are allowable, provided that:
- 2) For retirement plans, all covered employees joined the plan before October 1, 1983; the plan is authorized by State law; the plan was previously approved by the Secretary; the plan is insured by a private insurance carrier which is licensed to operate this type of plan in the applicable State; and any dividends or similar credits because of participation in the plan are credited against the next premium falling due under the contract.
- 3) For all SESA fringe benefit plans other than retirement plans, if the Secretary granted a time extension after October 1, 1983, to the existing approval of such a plan, costs of the plan are allowable until such time as the plan is comparable in cost and benefits to fringe benefit plans available to other similarly employed State employees. At such time as the cost and benefits of an approved fringe benefit plan are equivalent to the cost and benefits of plans available to other similarly employed State employees, the time extension will cease and the cited requirements of OMB Circular A-87 (Revised) will apply.
- 4) For retirement plans and all other fringe benefit plans covered in (1) and (2) of this paragraph, any additional costs resulting from improvements to the plans made after October 1, 1983, are not chargeable to UI grant funds.

- UI Claimant's Court Appeals Costs. To the extent authorized by State law, funds may be expended for reasonable counsel fees and necessary court costs, as fixed by the court, incurred by the claimant on appeals to the courts in the following cases:

- Any court appeal from an administrative or judicial decision favorable in whole or in part for the claimant;
- Any court appeal by a claimant from a decision which reverses a prior decision in his/her favor;
- Any court appeal by a claimant from a decision denying or reducing benefits awarded under a prior administrative or judicial decision;

Any court appeal as a result of which the claimant is awarded benefits;

Any court appeal by a claimant from a decision by a tribunal, board of review, or court which was not unanimous; and

Any court appeal by a claimant where the court finds that a reasonable basis exists for the appeal.

Reed Act. Payment from the SESA's UI grant allocations, made into a State's account in the Unemployment Trust Fund for the purpose of reducing charges against Reed Act funds (Section 903(c)(2) of the Social Security Act, as amended (42 U.S.C. 1103(c)(2)), are allowable costs provided that:

The charges against Reed Act funds were for amounts appropriated, obligated, and expended for the acquisition of automatic data processing installations or for the acquisition or major renovation of State-owned real property (as defined in 29 CFR 97.3); and

With respect to each acquisition or improvement of property, the payments are accounted for as credit against equivalent amounts of Reed Act funds previously withdrawn under the respective appropriation.

Prior Approval of Equipment Purchases. As provided for in OMB Circular No. A-87 (Revised), Attachment B, item 19, the requirement that grant recipients obtain prior approval from the Federal grantor agency for all purchases of equipment (as defined in 29 CFR 97.3) is waived and approval authority is delegated to the SESA Administrator.

5. Assurance of Management Systems, Reporting, and Record Keeping. The SESA assures that:
 - Financial systems provide fiscal control and accounting procedures sufficient to permit timely preparation of required reports, and the tracing of funds to a level of expenditure adequate to establish that funds have not been expended improperly (29 CFR 97.20).
 - The financial management system and the program information system provide Federally-required reports and records that are uniform in definition, accessible to authorized Federal and State staff, and verifiable for monitoring, reporting, audit, and evaluation purposes.
 - It will submit reports to ETA as required in instructions issued by ETA and in the format ETA prescribes.
 - The financial management system provides for methods to insure compliance with the requirements applicable to procurement and grants as specified in 29 CFR Part 98 (Debarment and Suspension), and for obtaining the required certifications under 29 CFR 98.510(b) regarding debarment, suspension, ineligibility, and voluntary exclusions for lower tier covered transactions.
6. Assurance of Program Quality. The SESA assures that it will administer the UI program in a manner that ensures proper and efficient administration. "Proper and efficient administration" includes performance measured by ETA through Tier I measures, Tier II measures, program reviews, and the administration of the UI BAM, BTQ measures, and TPS program requirements.
7. Assurance on Use of Unobligated Funds. The SESA assures that non-automation funds will be obligated by December 31 of the following fiscal year, and liquidated (expended)

within 90 days thereafter. ETA may extend the liquidation date upon written request. Automation funds must be obligated by the end of the 3rd fiscal year, and liquidated within 90 days thereafter. ETA may extend the liquidation date upon written request. Failure to comply with this assurance may result in disallowed costs from audits or review findings.

8. Assurance of Disaster Recovery Capability. The SESA assures that it will maintain a Disaster Recovery plan.
9. Assurance of Conformity and Compliance. The SESA assures that the State law will conform to, and its administrative practice will substantially comply with, all Federal UI law requirements, and that it will adhere to DOL directives.
10. Assurance of Participation in UI PERFORMS. The SESA assures that it will participate in the annual UI PERFORMS State Quality Service Planning process by submitting: (1) any Corrective Action Plans (CAPs) required under UI PERFORMS, and (2) any Continuous Improvement Plans (CIPs) negotiated with the Department of Labor as part of the State Quality Service Planning process.
11. Assurance of Financial Reports and Planning Forms. The SESA assures that it will submit financial reports and financial planning forms as required by the Department of Labor to support the annual allocation of administrative grants.
12. Assurance of Prohibition of Lobbying Costs (29 CFR Part 93). The SESA assures and certifies that, in accordance with the DOL Appropriations Act, no UI grant funds will be used to pay salaries or expenses related to any activity designed to influence legislation or appropriations pending before the Congress of the United States. (k). Drug-Free Workplace (29 CFR Part 98). The SESA assures and certifies that it will comply with the requirements at this part.

Temporary Assistance for Needy Families (TANF)

By signing the Unified Plan signature page, you are certifying that:

1. during the fiscal year, the State will operate a child support enforcement program under the State plan approved under part D. (§402(a)(2))
2. during the fiscal year, the State will 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. (§402(a)(3))
3. which State agency or agencies will administer and supervise the TANF program for the fiscal year, which shall include assurances that local governments and private sector organizations 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 have had at least 45 days to submit comments on the plan and the design of such services. (§402(a)(4))
4. that, during the fiscal year, the State will 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 federally-funded assistance under the State's TANF program (§402(a)(5))
5. that the State has established and is enforcing 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. (§402(a)(6))
6. (optional) that the State has established and is enforcing standards and procedures to:

- screen and identify individuals receiving assistance under this part with a history of domestic violence while maintaining the confidentiality of such individuals;
- refer such individuals to counseling and supportive services; and
- 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. (§ 402(a)(7)(A)(i), (ii), (iii))

Welfare-to-Work (WtW)

By signing the Unified Plan signature page, you are certifying that:

1. the State is an eligible State, pursuant to SSA section 402(a) for the fiscal year. (SSA § 402(a); SSA § 403(a)(5)(A)(ii)(IV))
2. the State assures that qualified State expenditures (within the meaning of SSA section 409(a)(7)) for the fiscal year will not be less than the applicable percentage of historic State expenditures (within the meaning of SSA section 409(a)(7)) with respect to the fiscal year. (SSA section 403(5)(A)(ii)(V); SSA Section 409(a)(7))
3. the State has consulted and coordinated with the appropriate entities in the substate areas regarding the plan and the design of WtW services in the State. Statutory Citation: SSA section 403(a)(5)(A)(ii)(I)(cc).
4. the State will make available to the public a summary of the WtW plan. Statutory Citation: SSA section 402(b).
5. the State has agreed to negotiate in good faith with the Secretary of Health and Human Services with respect to the substance and funding of any evaluation under SSA section 413(j) and to cooperate with the conduct of such an evaluation. (SSA § 403(a)(5)(A)(ii)(III); SSA § 413(j))
6. the State shall not use any part of these grant funds, nor any part of state expenditures made to match the funds, to fulfill any obligation of any State, political subdivision, or private industry council to contribute funds under SSA sections 403(b) or 418 or any other provision of the Social Security Act or other Federal law. (NOTE: There is an exception to this requirement for Access to Jobs.) Statutory Citation: SSA section 403(a)(5)(C)(vi).
7. the State will return to The Secretary of Labor any part of the WtW funds that are not expended within 3 years after the date the funds are so provided. Statutory Citation: SSA section 403(a)(5)(C)(vii).
8. the State WtW program will be conducted in accordance with the WtW legislation, regulatory provisions, future written guidance provided by the Department, and all other applicable Federal and State laws.
9. the State will apply the TANF law and regulations to the operation of the WtW program, unless otherwise specified by the Department or defined in SSA section 403(a)(5) or the applicable WtW regulations.
10. the State will provide services under the WtW grant to eligible participants only.
11. the State will maintain and submit accurate, complete and timely participant and financial records reports, as specified by the Secretary of Labor and the Secretary of Health and Human Services.

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12. the State will establish a mechanism to exchange information and coordinate the WtW program operated by the State and PICs with other programs available that will assist in providing welfare recipients employment.
 13. the State shall adhere to the certifications required under TANF and will meet the TANF maintenance of effort requirements.
 14. the State will comply with the "common rule" Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments codified for DOL at 29 CFR Part 97.
 15. the State will follow the audit requirements of The Single Audit Act Amendments of 1996 and OMB-Circular A-133.
 16. the State will follow the allowable cost/cost principles of OMB Circular A-87.
 17. the State will establish policies to enforce the provisions regarding nondisplacement in work activities under a program operated with funds provided under WtW. Statutory Citation: SSA section 403(a)(5)(J)(i).
 18. assures that the Health and Safety standards established under Federal and State law otherwise applicable to working conditions of employees shall be equally applicable to working conditions of other participants engaged in a work activity under a program operated with funds provided under WtW. Statutory Citation: SSA section 403(a)(5)(J)(ii).
 19. the State will enforce the provision that an individual may not be discriminated against by reason of gender with respect to participation in work activities under a program operated with funds provided under WtW. Statutory Citation: SSA section 403(a)(5)(J)(iii).
 20. the State shall establish and maintain procedures for grievances or complaints from participants and employees under the WtW program. The procedures established will be consistent with the requirements of SSA section 403(a)(5)(J)(iv). Statutory Citation: SSA section 403(a)(5)(J)(iv).
 21. the State shall establish and enforce standards and procedures to ensure against fraud and abuse, including standards and procedures against nepotism, conflicts of interest among individuals responsible for the administration and supervision of the State WtW program, kickbacks, and the use of political patronage.
 22. the State will comply with the nondiscrimination provisions of the laws enumerated at SSA section 408(d), with respect to participation in work activities engaged in under the WtW program.

Senior Community Service Employment Program (SCSEP)

1. By signing the Unified Plan signature page, you are certifying that the State agrees to follow the provisions of Title V of the Older Americans Act of 1965 as amended or its successor legislation, the regulations at 20 CFR part 641 and Department of Labor guidance when administering funds provided pursuant to that Act.

Community Services Block Grant (CSBG)

By signing the Unified Plan signature page, you are certifying that:

1. funds made available through the grant or allotment will be used--
 - to support activities that are designed to assist low-income families and individuals, including families and individuals receiving assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), homeless families and individuals, migrant or seasonal farmworkers, and elderly low-income individuals and families, and a description of how such activities will enable the families and individuals-

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- to remove obstacles and solve problems that block the achievement of self-sufficiency (including self-sufficiency for families and individuals who are attempting to transition off a State program carried out under part A of title IV of the Social Security Act); to secure and retain meaningful employment;
 - to attain an adequate education, with particular attention toward improving literacy skills of the low-income families in the communities involved, which may include carrying out family literacy initiatives;
 - to make better use of available income;
 - to obtain and maintain adequate housing and a suitable living environment;
 - to obtain emergency assistance through loans, grants, or other means to meet immediate and urgent family and individual needs; and
 - to achieve greater participation in the affairs of the communities involved, including the development of public and private grassroots partnerships with local law enforcement agencies, local housing authorities, private foundations, and other public and private partners to--
 - document best practices based on successful grassroots intervention in urban areas, to develop methodologies for widespread replication; and strengthen and improve relationships with local law enforcement agencies, which may include participation in activities such as neighborhood or community policing efforts.
2. the needs of youth in low-income communities are being met through youth development programs that support the primary role of the family, give priority to the prevention of youth problems and crime, and promote increased community coordination and collaboration in meeting the needs of youth, and support development and expansion of innovative community-based youth development programs that have demonstrated success in preventing or reducing youth crime, such as--
 - programs for the establishment of violence-free zones that would involve youth development and intervention models (such as models involving youth mediation, youth mentoring, life skills training, job creation, and entrepreneurship programs); and
 - after-school child care programs. There is an effective use of, and to coordinate, other programs related to the purposes of this subtitle (including State welfare reform efforts).
 3. there is an effective use of, and to coordinate with, other programs related to the purposes of this subtitle (including State welfare reform efforts).
 4. a description is provided on how the State intends to use discretionary funds made available from the remainder of the grant or allotment described in section 675C(b) in accordance with this subtitle, including a description of how the State will support innovative community and neighborhood-based initiatives related to the purposes of this subtitle.
 5. information is provided by eligible entities in the State, containing--
 - a description of the service delivery system, for services provided or coordinated with funds made available through grants made under section 675C(a), targeted to low-income individuals and families in communities within the State;
 - a description of how linkages will be developed to fill identified gaps in the services, through the provision of information, referrals, case management, and followup consultations;
 - a description of how funds made available through grants made under section 675C(a) will be coordinated with other public and private resources; and
 - a description of how the local entity will use the funds to support innovative community and neighborhood-based initiatives related to the purposes of this

subtitle, which may include fatherhood initiatives and other initiatives with the goal of strengthening families and encouraging effective parenting.

6. eligible entities in the State will provide, on an emergency basis, for the provision of such supplies and services, nutritious foods, and related services, as may be necessary to counteract conditions of starvation and malnutrition among low-income individuals.
7. the State and the eligible entities in the State will coordinate, and establish linkages between, governmental and other social services programs to assure the effective delivery of such services to low-income individuals and to avoid duplication of such services, and a description of how the State and the eligible entities will coordinate the provision of employment and training activities, as defined in section 101 of such Act, in the State and in communities with entities providing activities through statewide and local workforce investment systems under the Workforce Investment Act of 1998.
8. the State will ensure coordination between antipoverty programs in each community in the State, and ensure, where appropriate, that emergency energy crisis intervention programs under title XXVI (relating to low-income home energy assistance) are conducted in such community.
9. the state will permit and cooperate with Federal investigations undertaken in accordance with section 678D.
10. Any eligible entity in the State that received funding in the previous fiscal year through a community services block grant made under this subtitle will not have its funding terminated under this subtitle, or reduced below the proportional share of funding the entity received in the previous fiscal year unless, after providing notice and an opportunity for a hearing on the record, the State determines that cause exists for such termination or such reduction, subject to review by the Secretary as provided in section 678C(b).
11. the State will require each eligible entity in the State to establish procedures under which a low-income individual, community organization, or religious organization, or representative of low-income individuals that considers its organization, or low-income individuals, to be inadequately represented on the board (or other mechanism) of the eligible entity to petition for adequate representation.
12. the State will require each eligible entity in the State to establish procedures under which a low-income individual, community organization, or religious organization, or representative of low-income individuals that considers its organization, or low-income individuals, to be inadequately represented on the board (or other mechanism) of the eligible entity to petition for adequate representation.
13. the State will secure from each eligible entity in the State, as a condition to receipt of funding by the entity through a community services block grant made under this subtitle for a program, a community action plan (which shall be submitted to the Secretary, at the request of the Secretary, with the State plan) that includes a community-needs assessment for the community served, which may be coordinated with community-needs assessments conducted for other programs.
14. the State and all eligible entities in the State will, not later than fiscal year 2001, participate in the Results Oriented Management and Accountability System, another performance measure system for which the Secretary facilitated development pursuant to section 678E(b), or an alternative system for measuring performance and results that meets the requirements of that section, and a description of outcome measures to be used to measure eligible entity performance in promoting self-sufficiency, family stability, and community revitalization.
15. the information describing how the State will carry out the assurances is described in this subsection.

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- ¹. While HUD programs may be included in a unified plan, following this Unified Planning Guidance and approval of a Unified Plan will not trigger funding for those programs.
 - ². Please note that for programs administered by OVAE, the unified plan will not go into effect for any particular program until a new grant is awarded under that program. The time period for submittal and coverage of the TANF plan is governed by section 402(a) of the Social Security Act. Detailed guidance on the submittal of a TANF plan is contained in a policy announcement dated May 15, 1999 (see publication TANF-ACF-PA-98-3). To retain eligibility for a TANF grant, States need to submit a plan based on a 27-month rule.
 - ³. Unless otherwise specified, any references to "the Act" means to the Rehabilitation Act of 1973, as amended, (Public Law 93-112, as amended by Public Laws 93-516, 95-602, 99-506, 100-630, 102-569, 103-073, and 105-220).
 - ⁴. All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
 - ⁵. No funds under title I of the Act may be awarded without an approved State plan in accordance with section 101(a) of the Act and 34 CFR part 361.
 - ⁶. Applicable regulations include Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 76, 77, 79, 80, 81, 82, 85 and 86 and the State Vocational Rehabilitation Services Program regulations in 34 CFR part 361.
 - ⁷. No funds under title VI, part B of the Act may be awarded without an approved supplement to the title I State plan in accordance with section 625(a) of the Act.
 - ⁸. Applicable regulations include Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 76, 77, 79, 80, 81, 82, 85 and 86; 34 CFR part 361; and 34 CFR 363.

Adult Basic Education

Certifications (EDGAR 76.104, Certifications and Assurances)

Education Department General Administrative Regulations (34 CFR Part 76.104)

1. The plan is submitted by the State agency that is eligible to submit the plan.
2. The State agency has authority under State law to perform the functions of the State under the program.
3. The State legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

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6. The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
 7. The agency that submits the plan has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the program.

1.1 **Assurances** (Section 224 (b) (5), (6), and (8))

Workforce Investment Act of 1998 (Public Law 105-220), Section 224 (b) (5), (6), and (8))

The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.

Funds received under this subtitle will not be expended for any purposes other than for activities under this subtitle.

The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241. Administrative provisions.

(a) Supplement Not Supplant.

Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

(b) Maintenance of Effort

(1) In general.

(A) Determination.

An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent

of the fiscal effort per student of the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

(B) Proportionate reduction.

Subject to paragraph (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year, the Secretary—

- (i) shall determine the percentage decreases in such effort or in such expenditures; and
- (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

(2) Computation.---In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

(3) Decrease in federal support.

If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid reduction under paragraph (1) (B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

(4) Waiver.

The Secretary may waive the requirements of this subsection for one fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Alaska Department of Labor and Workforce Development
P.O. Box 25509
Juneau, AK 99802-5509

Ed Flanagan
Commissioner
May 16, 2000

**PRIVATE
INDUSTRY
COUNCIL**

An Anchorage Mat-Su Consortium

**P.O. BOX 196650
ANCHORAGE, ALASKA 99519-6650
(907) 343-6560**

January 31, 1997

JoAnn Henderson, Chair
Alaska Human Resource Investment Council
17855 Point Lena Loop Road
Juneau, AK 99801

Dear Ms. Henderson:

In September 1996, the Alaska Human Resource Investment Council (AHRIC) published two reports calling for the creation of an integrated workforce development system in the state. As the Chairpersons of Alaska's three Private Industry Councils, we are very interested in contributing to the establishment of such a system. The attached report details a number of suggestions we have developed in this regard.

The AHRIC's *Report to the Governor on Private Industry Councils* makes two recommendations concerning the creation of Workforce Development Boards as follows:

Recommendation 1: AHRIC should determine the most efficient and effective structure to provide oversight and coordination of employment, education and training in local communities statewide, selecting either a modified PIC structure or a WDB [Workforce Development Board] structure.

Recommendation 2: In selecting the local structure that will best support development and implementation of a comprehensive human resource investment system, AHRIC should work closely with and take under advisement the experience and expertise of existing PICs, SDA Directors and state agencies in serving the needs of Alaska's local workers and businesses.

As acknowledged experts in this field, we believe we have a responsibility to advise and help the AHRIC implement these recommendations.

In the past few months, the members and staff of Alaska's three PICs have given considerable thought to the kind of local structure that would best meet the workforce development of the state's local jobseekers and employers. We feel that this goal can most effectively be met by the replacement of the state's PICs with Workforce Development Boards which will have broad authority to plan and oversee Alaska's employment and training programs in partnership with the AHRIC.

The attached paper explains our recommendations for the establishment of local workforce development boards. We hope that it will form the basis for discussions with the AHRIC that will include participation from all of the education, employment and training programs throughout the state that will be affected by the AHRIC's decisions. I am submitting this proposal on behalf of Anchorage/Mat-Su Private Industry Council; the Fairbanks Private Industry Council, Chair Kay Hoch; and the Statewide Private Industry Council, Chair David Stone. We look forward to formally presenting it to you and the members of the AHRIC at your February 7 meeting.

Sincerely,

Sami Oeser, Chair
Anchorage/Mat-Su Private Industry Council

cc: AHRIC Members

Attachment

SUBMITTED TO THE ALASKA HUMAN RESOURCE INVESTMENT COUNCIL
February 7, 1997

By the
Anchorage/Mat-Su Private Industry Council
Fairbanks Private Industry Council
Statewide Private Industry Council

**PROPOSAL To ESTABLISH WORKFORCE DEVELOPMENT BOARDS
IN ALASKA**

This document is submitted to the Alaska Human Resource Investment Council (AHRIC) by the members and staff of Alaska's three Private Industry Councils. It contains proposals on how best to implement the suggestions contained in the AHRIC's *Report to the Governor on the Future of Alaska's Human Resource Programs* and its *Report on PICs*. Those two reports contain many bold ideas for reform and improvement of the state's workforce development system. This proposal deals with one of these ideas, the creation and operation of Workforce Development Boards in Alaska.

I. BACKGROUND: THE EVOLUTION OF WORKFORCE DEVELOPMENT BOARDS

Private Industry Councils (PICs) were established in 1979 to provide private sector input, guidance and oversight of federal employment and training programs for economically disadvantaged persons, welfare recipients, displaced workers and other special groups. For more than fifteen years, the nation's 650 PICs have performed this task with a high degree of success. During that time, however, our ideas about the proper structure and role of publicly funded employment and training programs have changed dramatically. This new thinking has forced us to reconsider the ways that private employers relate to these programs. A new paradigm of involvement and governance seems to be needed. The term *Workforce Development Board* is often used to describe a new model of "governance," not only of a few specialized programs, but of an entire system of education and training efforts which affect all American job seekers and their employers.

There currently exist many publicly funded programs to help employers find workers and workers find jobs. As job seekers move through their working lives, they may turn to one or more of these programs for assistance. But each program deals primarily with only one discrete piece of the large mosaic of transactions, which make up a local or regional "labor market." The labor market is so complicated and so variegated that no one program can effectively deal with all of it. We have recently come to realize that what is needed is an employment and training system-over and above the individual programs-that can examine and understand all of these different pieces, allocate resources according to an all-encompassing plan, and evaluate the success or failure of the system as a whole rather than just its individual parts.

Forward-looking thinkers have begun to describe the attributes of such a *workforce development system*. In the terms currently popular, such a system would ideally be:

Market Based. Driven by the demands of its customers, particularly its employer customers. Employment and training programs should no longer be offered because of prior history or because of the existence of local capacity to do so-as is now often the case-but because they serve an identified need.

Comprehensive. Offering a wide array of services to all those in need, whatever their need. Providing a common assessment strategy, access to relevant labor market information and individualized service plans.

Outcome Focused. Driven by a strategic plan based on the overall needs of the local labor market, not the rules and regulations of any narrowly-based government bureaucracy. Measured by concrete results.

Quality Conscious. Providing high quality services determined by customer feedback and satisfaction. Managed in a way that encourages "continuous improvement.

Customer Friendly. The system (and all its parts) should be easily accessible, easily navigable, flexible and adaptable to changing demand. It should be well known to all its potential customers.

Provision of Overarching Oversight. The *system* should have its own management independent of any single program or service provider. There needs to be a single set of strategic goals, plans and objectives, standards and evaluation criteria which apply to all the various component programs and which keep them aware of and focused on *overall* service quality and *overall* customer satisfaction.

Workforce Development Boards have evolved to govern the interface between the local employer community and this new workforce development system. This is a new role arising from our recent understanding that education and employment training efforts function much more effectively when they are thought of as an integrated system rather than as a collection of free standing entities.

All parts of the workforce development system can benefit from organized business attention. Workforce Development Boards have evolved in order to better meet newly perceived needs and solve problems that can not be effectively addressed with our existing mindset and strategic posture or in our existing organizational configurations.

II. Alaska's Experience

Much as in the lower states, considerable thinking and research has been done in the past few years on the condition of Alaska's Workforce Development System and its importance to the state's future economic prosperity. Proposals for change have come from both the Governor and the Legislature. A number of separate reports have been prepared to support various proposals. All of these reports agree on the following points.

- There is consensus on the need to redesign and modernize Alaska's workforce development system so that 1) it can serve the needs of all the state's jobseekers and employers rather than just a few targeted groups, 2) it can become less complex and more user friendly, 3) it can operate more efficiently in an era of declining resources.
- There is consensus that the new system needs more and better input from local private sector employers so that the training and services provided will better meet the present and future requirements of a rapidly changing economic landscape.
- There is consensus about the need for an employer-led local board of community representatives and "stakeholders" to plan and oversee the employment and training system to insure that it addresses and meets local needs.

It now appears that the creation of an Alaskan Workforce Development System will have to proceed in the absence of any new federal legislation affecting the JTPA, Wagner-Peyser or Perkins Vocational Education programs. For the foreseeable future Governors will not have authority to blend funds or program operations into a more uniform comprehensive whole. This means that each separate program must continue to operate under its own federally mandated rules and regulations, although governors may apply for limited authority to "waive" some of them.

In addition, three new federal initiatives-One Stop Centers, School-to-Work, and Welfare Reform-will now also operate as free-standing additions to the already confusing mix of workforce development programs that states are trying to coordinate and rationalize.

In spite of the failure to legislate "workforce block grants," the proposals in this paper are specifically designed to be "doable" in the real world, to change the direction and emphasis of Alaska's employment and training system, rather than to deconstruct it. All institutions-public or private-evolve operating styles and organizational structures that allow them to successfully carry out their mission and meet their goals. These change only slowly over time. Dramatic mergers of programs and agencies almost never work. They are often an over-reaction to problems that could be better solved in a more incremental and less disruptive way.

If implemented, these proposals will further the evolution of Alaska's Workforce Development System by providing it with a new local governance structure which will provide leadership in carrying out the reforms and innovations which all agree are necessary and desirable.

III. CREATING WORKFORCE DEVELOPMENT BOARDS

The three Alaska Private Industry Councils propose the following actions:

1. The Governor and Legislature should create by statute three Workforce Development Boards (WDBs or “Boards”) to replace the state’s three existing Private Industry Councils.

B. The geographic purview of the new Boards should be the same as the territories of the three existing Service Delivery Areas under JTPA: Anchorage/Mat-Su, Fairbanks, and Statewide.

C. Board Membership and Structure.

1. Members of the Boards will initially be appointed by local elected officials according to the present procedures for appointing members of PICs. All current members of PICs who so desire will automatically be reappointed to the Boards for one additional term.
2. The membership of the new Boards will be as follows:
 - A majority of members shall be representatives of private sector employers.
 - Each of the employment and training programs mentioned below in Section E2 shall have a representative on the Board.
 - Local business associations and economic development agencies shall be represented on the Board.
 - Organized labor agencies concerned with employment and training programs shall be represented on the Board.
 - Local welfare agencies, community based organizations, housing authorities and other human service organizations concerned with employment and training programs shall be represented on the Board.
 - The AHRIC shall appoint one of its own members to serve as its representative on each Workforce Development Board.
 - At least one seat on each Board shall be set aside for a representative of the general public.

3. The Board Chair shall be elected by the full Board membership from among the private sector members.
4. Each Board will appoint a standing committee whose membership conforms to the federal JTPA regulations concerning Private Industry Councils. This committee will serve as the local PIC and carry out the legal requirements of a PIC including approval of the annual JTPA plan and oversight of JTPA programs in accordance with federal mandates. The actions of this “PIC Committee” will be subject to the review of the whole Board.
5. Each Board shall appoint one or more standing committees to serve as “Local Customer Councils” to oversee the operations of the state’s One-Stop Career Centers.
6. Members of the Board will serve fixed terms of three years. Terms will be staggered. No board member may serve more than two consecutive terms. Appointment authority for replacement of members will be the same as for the Board’s original members. That is, chief local elected officials shall appoint members of the Fairbanks and Anchorage/Mat-Su Boards and the Governor shall appoint the members of the Statewide Board. However, after the Boards’ initial appointments, *nominations* for Board membership will come from the Board itself. Each Board shall set up a procedure to deal with replacement of members and recruitment of new members.
7. Members of committees, task forces, and other ad hoc sub-groups of the Board need not be full voting members of the Board. Boards shall have the authority and are encouraged to involve community leaders in the work of the Board and in special projects by appointing them to sub-groups. The Board can thus tap talented individuals who may not have time to take on the responsibilities of full Board membership. Boards will set up their own procedures for making appointments to these sub-groups.
8. Each Board shall have authority to establish by-laws and operating procedures concerning the number of members, officers, standing committees, number and time of meetings and other procedural matters. The Boards may incorporate as non-profit entities should they desire.

D. The Statewide Board

Because of its large geographic purview, the Statewide Workforce Development Board shall be organized in a different way.

1. Sub-state Regions. The Service Area of the Statewide Board shall be divided into six Regions. Each Region shall contain at least one One-Stop Career Center Office. The exact size and configuration of these “sub-state” regions shall be subject to the approval of both the AHRIC and the present Statewide PIC. Future changes in the number or the configuration of the sub-state regions shall be subject to the approval of both the AHRIC and the Statewide Workforce Development Board.
2. Regional Committees. The governor shall appoint no fewer than five persons to serve as members of a Regional Committee for each of the six above-mentioned sub-state Regions. All appointees must be residents of their relevant Regions. At least three appointees must represent private sector employers. Once appointed, the members of each Regional Committee may invite additional persons who are residents of the region to join the Committee. Each committee should strive to be representative of employers, jobseekers, employment and training agencies and other interests in its region. Each committee should be of a size that facilitates the efficient handling of its business.
3. Statewide Board. Each Regional Committee shall elect a Chairperson who will automatically become a member of the Statewide Workforce Development Board and of its Executive Committee. Other members of Regional Committees shall not be voting members of the Statewide Board. The Governor shall appoint additional members of the Statewide Board so that its total membership conforms to the criteria mentioned above in Section C2.
4. In general, the Regional Committees shall exercise the authority and carry out the functions of the Statewide Board as regards employment and training activities in their separate Regions. They are empowered to meet separately from the full Board. Their decisions are subject to review by the full Board.
5. In general, the Statewide Board shall follow the operating procedures mentioned above in Part C. The Statewide Board shall set up procedures for appointing and overseeing the Regional Committees.

E. Purview of the Boards

1. The Boards and the AHRIC. The Workforce Development Boards are established to serve as local partners of the statewide AHRIC. The Boards, subject to overall policies established by the AHRIC, will provide policy guidance and oversight to all the workforce development programs operating in their geographic areas. They will ensure that the policies of the AHRIC are carried out on the local level.

On its part, the AHRIC shall work exclusively with the Workforce Development Boards in carrying out its policy-making, planning and oversight functions. The AHRIC shall ensure that local operations of education, training and employment programs provided by state government are coordinated under the purview of the Workforce Development Boards.

- The AHRIC shall issue instructions to the Boards about the creation of the local strategic plans mentioned below. The AHRIC shall review and approve such plans submitted to it by the Boards.
- The AHRIC and the Boards shall share data, statistics and research necessary for the operations and evaluation of employment and training programs throughout the state.
- The AHRIC may delegate to the Boards the authority to review proposals, award grant funding, conduct evaluations, and adjudicate disputes between local employment and training agencies who are under the purview of the AHRIC. The Boards shall carry out these functions in a manner satisfactory to the AHRIC.
- The AHRIC and the Boards shall maintain close and on-going communication through interlocking membership such as is mentioned above in Section C2, and by frequent interaction between their respective staff members.
- The AHRIC shall consult with the Boards prior to its recommending any major change in statewide policies concerning the employment and training programs and agencies that are overseen by the AHRIC and the Boards. Once made, the policies of the AHRIC shall be carried out at the local level by the Boards.
- The AHRIC shall interface with Federal programs and agencies on behalf of itself and the Boards. The AHRIC shall interface with the Alaska State Legislature on behalf of itself and the Boards. The Boards shall support the AHRIC in these endeavors.

2. Workforce development programs subject to the policy guidance and oversight of the Boards shall include:

- Federal education, employment and training programs funded by the Job Training Partnership Act, the Wagner-Peyser Act, and the Carl Perkins Vocational Education Act.
- Employment and training activities developed and conducted under the federal Welfare Reform Act of 1996 and under other federal and state-funded welfare-to-work programs. Also, the employment and training activities of the Food Stamps Program.
- Employment and training activities of the Alaska STEP program and other business or economic development oriented employment and training programs.
- Employment and training activities of the Americorp Program.
- State-funded vocational education programs that contribute to workforce development. Federal and state funded adult education programs including adult literacy and English as a Second Language programs.
- The employment and training activities of federal and state vocational rehabilitation programs.
- Programs and activities funded by the federal School-to-Work Office.
- Programs and activities funded by the DOL/ETA One-Stop Program.

3. In carrying out its strategic planning, policy guidance and oversight roles, the Boards shall coordinate closely with the plans and activities of the following programs:

- Secondary vocational education programs.
- Training and education programs offered by the University of Alaska that contribute to workforce development.
- Federal and state-funded apprenticeship programs.
- The Job Corps.

- Federal and state-funded employment and training programs designed to serve Native Americans.
- Employment and training activities of local and state Housing Authorities.

F. Duties and Responsibilities of the Boards. Workforce Development Boards shall have two major responsibilities: 1) to ensure that workforce development programs meet the needs of the employers and jobseekers in their local areas, and 2) to ensure that local employer and jobseeker "customers" are satisfied with the operations and results of the programs. In carrying out these responsibilities the Boards shall:

1. Research the needs of their local economies including the needs of industries experiencing current labor shortages and the future needs of emerging and growing industries. Develop priorities for E&T programs based on this knowledge and research. Transmit these priorities to workforce development agencies.
2. Inventory the capacity of local E&T institutions. Become familiar with the available resources of the above listed programs operating in the local area. Request that state agencies supply relevant data concerning the budgets, service levels and activities of their programs in each of the service areas governed by the Boards.
3. Identify gaps between priority needs and current service capacity.
4. Develop a strategic plan to close these gaps by 1) encouraging existing agencies to shift resources and 2) encouraging the development of new resources and cooperative joint programs to meet specific needs. This strategic plan should be updated annually and submitted to the AHRIC.

Preparation of this Strategic Plan (or Master Plan) is the most important activity of the Workforce Development Boards. Unlike the annual operating plans of the individual employment and training programs, this Master Plan considers the needs of the entire local economic community-jobseekers and employers-and sets workforce development priorities for that community as a whole. These priorities may be few in number at any one time, but they should be considered as the most important goals for the local workforce development system. Each separate program should agree to do its part in meeting the priority goals of the entire system.

In developing its strategic plan, the Board may differentiate between major long-term goals and short-term "doable" issues to be addressed immediately.

Having identified the most important local workforce development priorities, the Board's major task is to insure that the day-to-day plans and operations of the various employment and training programs under its purview are carried out in such a way that together they work towards achieving the priority goals.

G. On-going activities of the Boards.

1. The Board reviews the local annual plans and grant proposals of the above workforce development programs against the priorities the Board has established in its strategic plan. The Board will comment and make recommendations to the AHRIC and to state funding agencies concerning the local plans. The AHRIC and other state agencies will encourage local programs to seek the Board's "seal of approval."
2. The Board, acting as the representative of the workforce development system's employer customer, shall use its authority and prestige to recommend or encourage the funding of specific projects which further the goals of the Boards strategic plan.
3. The Board shall participate in the development of new grants and programs in response to statewide competitions and requests for proposals.
4. The Board shall encourage and work actively to achieve coordination between the various programs and agencies 'in order to meet the goals of its strategic plan.
5. The Board shall "broker" agreements between employers and training agencies to develop "customized" programs to meet specific or unique local needs. The Board shall encourage and facilitate cooperation and information exchange among employment and training service providers and employers.
6. The Board shall join with other local business groups to actively build support for employment and training programs among the local business community. The Board will publicize and market successful or promising programs through its business contacts.
7. The Board shall encourage and participate in local economic development projects which involve special recruiting or training efforts.
8. The Board shall recruit employers for participation in school-to-work programs and negotiate with local educational agencies to define the scope and operation of those programs.
9. The Board shall participate in the establishment of local One-Stop Centers. The Board shall oversee the operations of these Centers in accordance with its strategic plan.

10. The Board shall establish emergency programs to deal with unforeseen or one-time economic occurrences including both the downsizing or the rapid expansion of firms.
11. The Board shall develop and apply "systemic" performance criteria in keeping with its overall strategic plan. The Board shall conduct independent evaluations of performance using customer satisfaction surveys, focus groups and other techniques to assess the effectiveness of various E&T programs in its local area. These evaluations shall not replace or supersede the traditional performance measurements that grantors and state or federal agencies now make of their local branches and fund recipients. Results of the Board's evaluations will be submitted to the AHRIC.

H. Board Limitations. The Boards shall not directly conduct or operate employment and training programs. They will not receive public funds for this purpose. The Boards will not serve as Grant Recipient or Administrative Entity for JTPA programs. Boards may, however, receive and disburse funds for their own operating expenses. Boards may solicit and receive funds for the operation of limited "pilot" or demonstration projects to test or introduce new programs or techniques in its local service area. The Board may solicit and receive funds for emergency projects.

I. Staff. The Boards may employ staff to carry out their activities. To minimize possible conflict of interest, this staff will be responsible to the Board alone and not employed by or on loan from any agency that provides local employment and training services. Funding for Board staff should not be tied to any specific program or agency. Boards may solicit and receive direct federal or state grants to fund its staff and other operating expenses. Boards may negotiate agreements with operating programs and agencies under which each agency contributes proportionally to meet the Board's funding needs.

IV. STEPS TO IMPLEMENT THESE SUGGESTIONS.

The three Alaska Private Industry Councils seek the advice and assistance of the AHRIC in the implementation of these proposals.

- A. The AHRIC, or a committee thereof, should conduct discussions with representatives of the PICs concerning additional suggestions or modifications to this proposal. The final result of these discussions should be formal endorsement of these suggestions by the full AHRIC membership.
- B. The AHRIC and the PICs should prepare and submit legislation to codify the structure and powers of the new Workforce Development Boards.
- C. The AHRIC and the PICs should prepare a request for ongoing funding from the legislature to provide general support for both the AHRIC and the local Workforce Boards. To avoid the appearance of conflict of interest, both the AHRIC and the Boards need a funding source free of ties to any of the operating programs that they oversee.

The AHRIC and each Workforce Board should prepare an annual budget for its operating expenses. Each Board should employ at least one professional staff person and one support staff person. The Statewide Board and its Regional Committees may need additional staff. However, the average annual budget for each Board should approximate \$150,000.

- D. The AHRIC and the PICs should work to insure that the new Boards are established in law by the beginning of the next fiscal year, July 1, 1997.
- E. The AHMC and the PICs should work together to insure that appointment of members of the new Boards proceeds smoothly and is completed by September 30, 1997.
- F. The AHRIC and the PICs should develop a training and orientation program for members of the new Boards to educate them as to their duties and responsibilities.
- G. The AHRIC and the PICs should develop suggestions of model by-laws, committee structures and operating procedures for the new Boards.
- H. The AHRIC and the PICs should develop procedures for implementing the Boards' strategic planning and oversight authority, particularly as it affects state-administered employment and training programs.
- I. The AMC and the PICs should develop and articulate procedures to govern the ongoing relationship between the AHRIC and the new Boards including a mechanism to resolve disputes.
- J. The AHRIC and the PICs should develop a joint marketing and public relations effort to inform workforce development stakeholders and customers of the changes taking place as a result of this and other proposals.