III.   OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision-making

processes to ensure such functions are carried out).

The Tennessee Department of Labor and Workforce Development (TDLWD) serves as the administrative entity for all Workforce Innovation and Opportunity Act (WIOA) funds awarded to Tennessee from the US Department of Labor (USDOL). USDOL Region 3, located in Atlanta, Georgia, provides the federal oversight and technical assistance to TDLWD on all programmatic and fiscal matters. Multiple federal agencies have oversight of programs contained in the TN public workforce system including USDOL, the US Department of Education, the US Department of Agriculture, and the US Department of Health and Human Services.

Former Governor Bill Haslam's Executive Order 46 designated the reconstitution of the State Workforce Development Board (SWDB) in accordance with Section 101 of WIOA. A State Board was appointed by the Governor according to WIOA. The State Board and Tennessee Department of Labor and Workforce Development are responsible for guiding the establishment of a statewide, seamless one-stop delivery system, called the American Job Center system (Workforce System).

The SWDB has four committees, including an Executive Committee composed of the Chair, Vice Chair, and committee chairs. The Executive Committee shall have supervision of the affairs of the Board between its business meetings and conduct necessary business to ensure compliance with the Workforce Innovation and Opportunity Act (P.L. 113—128) as may be amended from time to time, and applicable State and Federal regulations. The Executive Committee may make recommendations to the Board and perform such other duties as are specified in the bylaws. The Executive Committee shall be subject to the order of the Board, and none of its acts shall conflict with these bylaws or policies of the Board.

There are three standing committees of the Board, for which the Board Chair appoints a Chair. These individuals are joined by a Vice Chair, Staff Liaison, and other Board members with the opportunity to develop ad-hoc committees and workgroups to include additional partners from higher education, HUD, Community Service Block, Mental Health, and community/faith-based organizations. The committees shall convene at least four times per year in advance of the full Board meetings and as needed upon the advisement of the Board Chair.

Oversight Committee- the Oversight Committee has the following responsibilities:

- Advise the Governor on program and policy changes under WIOA;

- Be the lead monitor of State's performance/accountability;

- Serve as an advisor to review statewide program alignment, assessment, and evaluation of statewide workforce systems; and

- Review and make recommendations on funding allocations

Recommended Ad-Hoc Committees:

- Fiscal- Minimum Participant Cost Rate (MPCR)/Obligations/Expenditures

- Performance- Key Performance Indicators (KPIs)/ Goals/Trends

- System Alignment- Joint Compliance and Monitoring

Operations Committee - the Operations Committee has the following responsibilities:

- Oversee the continuous improvement of WIOA programs, activities, and operations;

- Be the lead coordinator of policies and provision of WIOA services;

- Review and make recommendations for performance reporting, including Labor Market Information;

- Oversee all WIOA Youth program initiatives; and

- Lead the development, maintenance and modification of State, Regional, and Local plans

Recommended Ad- Hoc Committees:

- Youth-Career Technical Education/ Work-Based Learning/ Apprenticeships

- Priority Populations- Justice Involved/Public Assistance Recipients/ Older Worker Population

- Service Delivery- Local & Regional Plan Strategies/ Evidence-Based Practices

Innovation Committee- the Innovation Committee has the following responsibilities:

- Identify and share workforce system evidence- based best practices;

- Develop strategies for technology alignment and integration;

- Be the lead reviewer of service-model strategies in WIOA programs; and

- Special Projects (Grant Announcements, Funding Opportunities)

Recommended Ad- Hoc Committees:

- Technology- Continuous Improvement and Advancements

- Innovations- New methods to provide services to individuals, specifically in rural distressed counties;

- Special Projects- Special Grant Opportunities such as Campbell Strong/ Apprenticeship Grant, etc.

- Infrastructure – policy and planning to expand new legislative and funding opportunities, communications, collaborative workforce training (apprenticeship and pre-apprenticeship)

While outside of the traditional committee structure, the SWDB has recently created an additional ad-hoc committee to address emerging and innovative workforce needs across the state. As stated above, state workforce board members were asked to participate in an Infrastructure Work Group (IWG) as a smaller more agile subset of the larger board, especially the Innovations Committee. In alignment new bipartisan legislation passed by the US Congress, the Infrastructure Investment and Jobs Act (IIJA), also known as the Bipartisan Infrastructure Law (BIL) serve as a foundational guide for the tasks and function of this workgroup. In its initial phase, this workgroup will make recommendations on the following:

- policy and planning related to critical workforce pipeline development in key infrastructure sectors in the state such as trades (roads, bridges, etc.), communications (broadband) and environment (wastewater)
- cross collaborative approaches to apprenticeship and pre-apprenticeships related to infrastructure
- workforce funding opportunities at both the federal and state level to support interagency partnerships
- focused outcomes related to workforce training from certificate to degree level credential attainment

As legislation and funding opportunities expand under IIJA, BIL or new acts/laws, the SWDB, especially the IWG will expand its roles and responsibilities.

2. IMPLEMENTATION OF STATE STRATEGY

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

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

The Tennessee Workforce System has integrated its services to allow all core and non-core partners to work collaboratively and seamlessly in the delivery of services available under multiple workforce service programs. The Workforce System strives for a robust implementation of business sector strategies, jobseeker universal access to career services; streamlined business services teams, linked assessments and referrals, and targeted training and placements. These will be achieved by functionally aligning staff and facilities to simplify customer service delivery, and by capitalizing on the strengths of the staff and/or technology to deliver services, leverage resources, and reduce duplication. This is also achieved through the close integration of Wagner-Peyser, WIOA Adult, Dislocated Worker, and Youth, and other partners within the Tennessee American Job Centers (AJCs) network.

The restructuring of Tennessee's Workforce System has simultaneously transformed employment, education, and training services delivered across the State. Universal access integrates an array of labor exchange services and allows workers, job seekers, and businesses to access these resources either on-site or through automation technology. Each center offers automated labor market information and internet access (including help to use the Jobs4TN online jobs database), on-site workshops as well as job placement, recruitment, and training referral services. The workforce services reinforced functional alignment by implementing Service Integration and One-Stop Delivery System policies. These policies provide operational and functional guidance on the collaborative service delivery structure at the comprehensive and affiliate AJCs, as well as partner locations.

WIOA provides an opportunity for the Workforce System to align several programs to assist participants with barriers to build their skills and find family-supporting jobs.

As the administrator the Workforce System in Tennessee, TDLWD has the following benefits:

- We are at the center of workforce development in Tennessee (approximately $80 million in federal funds is allocated to our Department each year)

- We work to connect employers looking for qualified workers (80,000 + job orders in Jobs4TN at any given point)

- We work to connect job seekers with hiring employers (approximately 225,000

- engage in services each year looking for employment and training opportunities)

- We prioritize our efforts based on demand occupations and serving people with barriers

- While we have to prioritize our efforts, we serve all companies looking for workers and support potential labor pools in connecting with job opportunities

- Job orders run the gamut from entry level with no educational priority to high skilled specific discipline

- Job applicants range from no high school equivalency diploma to 16 years of education and beyond

All Tennessee's current policies, guidance, and procedures are designed to ensure that the local development areas and key partners are aligned with the strategic direction of USDOL, the Governor, and the Tennessee Workforce Development Board. Tennessee has fully embraced the key principles of the Workforce Innovation and Opportunity Act. This has allowed the statewide network of locally operated workforce centers to achieve integration of WIOA programs. With WIOA TITLE I; Adult Education; Vocational Rehabilitation; Wagner-Peyser, TANF, veterans and Trade Act UI services as well as partnerships with SNAP, services are readily available in the AJCs. With the implementation of WIOA, specific strategies have been utilized to align the work of core and required partners at both the state and local level. Local Development Boards usually meet on a quarterly basis to provide guidance on specific actions necessary for local services to move forward and to make continuous improvements. MOUs between agencies have been implemented and changes made as needed to support the alignment of efforts and activities.

Core program activities offered through workforce training and case management services in the American Job Centers are as follows:

Adult Education and Literacy Program (Title II) Tennessee Adult Education programs provide instruction and student support services to adults who lack a high school credential or

secondary level skills, or who are not proficient in English.

Wagner Peyser:

Tennessee Department of Human Services (TDHS) Vocational Rehabilitation (VR) Services Program as a core partner has staff co-located in all comprehensive American Job Centers (AJC). Where VR staff is co-located, the VR Services Program has committed funding to support AJC infrastructure costs. At the regional level VR staff participates in Local Workforce Development Area partner meetings in planning for local activities, partner collaboration on referrals, services and shared funding, cross informational training, local area plans and AJC funding, employer services and state and local initiatives. At the state level the VR Services Program administrative staff works closely with TN Department of Labor and Workforce Development (TDLWD) and other core partner staff on integrated customer service planning and data sharing. The VR Services Program aligned its regional boundaries with TN Economic Community Development and TDLWD regions to align VR with local economic, program and service provision planning and development and partner representation. The VR Services Program's Business Services Unit will work closely with the Tennessee Department of Labor and Workforce Development and other partners to develop and implement programs and services for employers. The VR Services Program provides accessibility and accommodation surveys for AJCs to ensure that individuals with disabilities have full access to services and programs.
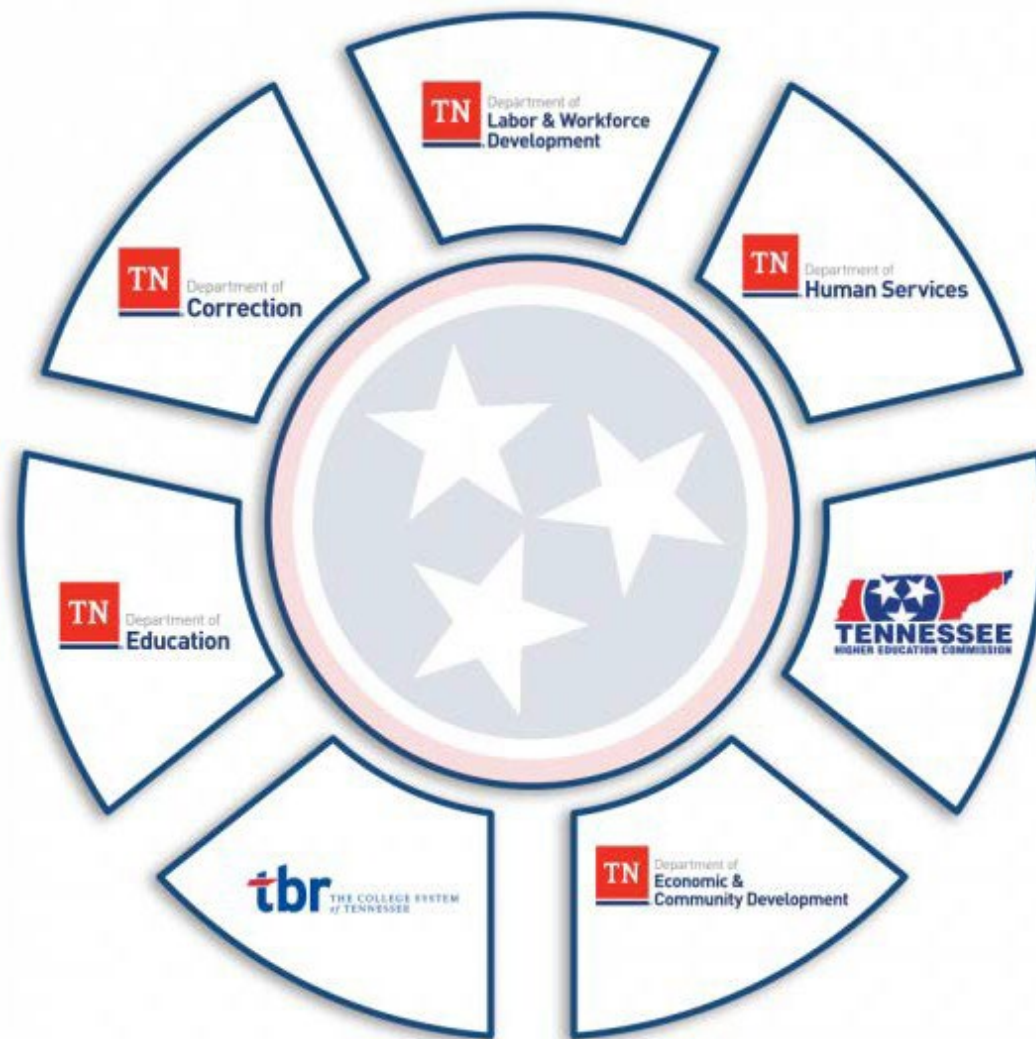
Figure 1: The Tennessee Workforce Development System

Execution of a comprehensive and cohesive workforce development strategy has to account for the inherent interdependency through a formalized strategy of shared projects, shared processes, and shared metrics under centralized leadership and/or consolidation of functions. As a result, the Tennessee Workforce Development System (TNWDS) Steering Team has been formed. The team consists of members from TBR, THEC, TNECD, TDOC, DHS, & DOE and is led by TLWD. The team is charged with:

1. Aligning Strategy

2. Implementing Initiatives, and

3. Monitoring Progress for Tennessee's workforce development system.

The team will receive support and guidance from a broad-based Advisory Committee (TBD). The Workforce Development strategy in this document is a product of this collaborative execution model.

The Tennessee Workforce Development System

On the whole, the four major strategic goals for The Tennessee Workforce Development System are:

- Clear Connection to Current Industry/Employers

- Clear Pipeline Development Infrastructure

- Clear Integration with Economic Development

- Outcome Visibility - Clear Data/Reporting and Predictive Analytics

Components of Clear Connection to Current Industry/Employers (demand side} include:

- Scalable Public/Private Partnerships

- Responsive Incumbent Training Programs

- Responsive Talent Acquisition Programs

Components of Clear Pipeline Development Infrastructure (supply side) include:

- Pathway Processes (training/education to work)

- K-12Adult Education

    o Re-Entry

    o Dislocated Worker/Re-Employment (Unemployment Insurance/Workers Comp)

    o Military Transition

    o Post-Secondary

Components of Clear Integration with Economic Development (investment) include:

- Cross Agency Incentive Process

- Cross Agency Project Management Process

Components of Outcome Visibility (research and metrics) include:

- Cross Agency Metrics

- Increased Leveraging of P20 Data Set for Metric Set and Analytics, specifically:

- Correlations/Comparisons for success variable sets relative to workforce development initiatives and interventions.

Under this strategic framework, and accounting for its operational components, the TNWDS Steering Team will execute the following workforce development strategy as part of a collective 4- year plan. For reference, an overview of the strategic plan is included in figure 2 and the execution framework in figure 3.
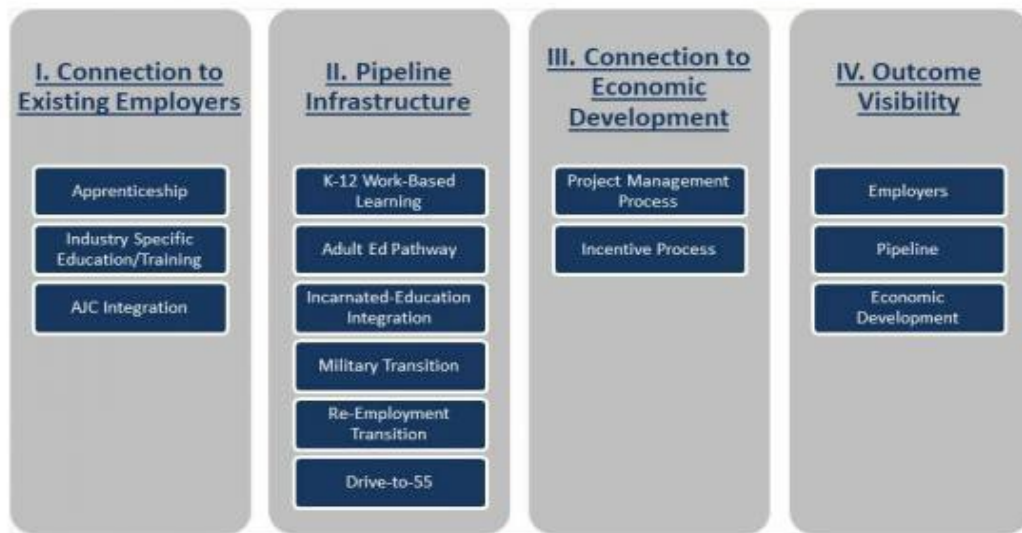

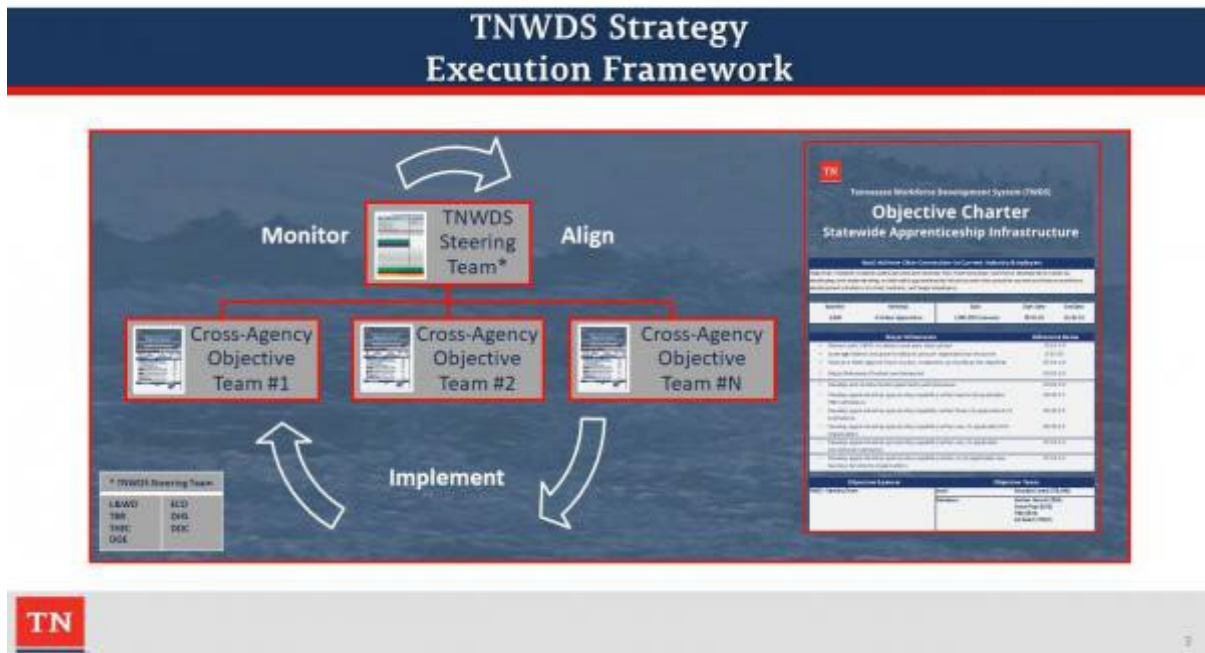Figure 2: TN Workforce Development System Strategy - Goals & Objectives

Figure 3: TNWDS Strategy - Execution Framework

The Workforce System Vision is to increase the competitive position of Tennessee business through the development of a highly skilled workforce.

Under the guidance of the State Workforce Board, clarified in their recommendation to Governor Bill Lee, the Tennessee Department of Labor & Workforce Development has been charged with developing a plan that seamlessly integrates the service delivery of all programs, to improve the success outcomes for the Tennesseans that utilize our programs. This primary goal centers on (1) maximizing the co-enrollment opportunity, (2) developing new intake and referral processes across programs, and (3) designing a reporting system to better analyze performance and outcomes.

Connected to the strategy of tighter integration between programs, the State launched a Key Performance Indicator initiative that provides performance and planning resources to the Local Workforce Development Areas (LWDA), across all major programs. The progress thus far has allowed the LWDAs to clearly visualize how all programs can improve performance, as well as conceptualize opportunities to maximize co-enrollment strategies.

Within the framework established for the Tennessee Workforce Development System (TNWDS), the underlying goal centers on activating the various programs in more intentional and integrated ways to support the state's vision to bring forward a multi-agency strategy to better serve Tennesseans. In turn, the opportunity to integrate all workforce programs into the TNWDS supports the vision of the State Workforce Board to increase participation and performance in a more integrated manner.

The progress thus far has highlighted how a multi-agency strategy, combined with a value for streamlined program integration, can produce new levels of effectiveness and efficiency. The Re- Employment strategy for TNWDS has provided a space for Title I, Title II, Title, III, and Title IV programs begin crafting new procedures, that also incorporate resources from higher education and other public programs.

The ultimate vision is to increase performance for each program individually by adding service capacity collectively through an integrated approach.

Regarding the integration of TANF within the one-stop framework, including collaboration with other agencies, the TNWDS strategy has integrated TANF and other programs from the Tennessee Department of Human Services to ensure that all co-enrollment opportunities will be highly leveraged. Also, under the guidance of the State Workforce Board, the new approach to streamlining intake services and overall service delivery, leveraging the co-enrollment model, will include the resources available through TANF for participants to remove as many barriers to employment as possible.

TANF

The Tennessee Department of Human Services (TDHS) Temporary Assistance for Needy Families (TANF) program has Employment and Case Management Services (ECMS) providers either co- located in the AJCS or have developed an electronic process to ensure cross referrals are being made. The ECMS provider role is to conduct an employment and barrier assessment with customers to determine the most appropriate path the customer needs to obtain sustainable income. TDHS has improved its coordination efforts through increased communication, promotion of cross-program knowledge, and cross-training among frontline staff and other one stop partners to enhance the ability of each program to address the customer needs and questions that may cross program lines.

Adult Education

The following is a summary of the Adult Education services available to employers and students. To make these services as effective as possible, the Adult Education program, both from a state- level and locally, will work to align and integrate these program offerings with other WIOA partner programs, including training providers, Vocational Rehabilitation, SNAP E&T, and the Adult, Dislocated Worker, and Youth training programs, to the extent necessary and possible.
Adult Education will also seek to provide sufficient quantity of available instructional services to students with SNAP or TANF benefits, in order to meet their education or training requirements.

Career Pathways

Adult Education Career Pathway System combines rigorous and high-quality education, training, and other services that—

1. Aligns with the skill needs of industries in the economy of the state or regional economy involved

2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships

3. Includes counseling to support an individual in achieving the individual's education and career goals

4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual

6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential

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

Training Services

Training services may include:

- occupational skills training, including training for nontraditional employment

- on-the-job training

- incumbent worker training

- programs that combine workplace training with related instruction, which may include cooperative education programs

- training programs operated by the private sector

- skill upgrading and retraining

- entrepreneurial training

- transitional jobs

- job readiness training provided in combination with the services above

- adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above

- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Integrated Education and Training

Integrated Education and Training is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The articulated career pathway can include short, moderate, or long term training and education programs to match the ability of different students and include multi-level employment opportunities at different points of certificate or degree attainment.

Integrated Education and Training (IET) for ABE Students

The IET model combines adult education basic skills instruction, workforce training, and workforce preparation activities concurrently and contextually to increase ABE students' educational and career advancement. In an IET service delivery model, a variety of team teaching strategies are used to deliver the curriculum. Upon completion, it is intended that students will have obtained an industry recognized certificate or credential and will be employable or go on to more advanced training in their chosen career pathway.

Integrated English Language and Civics Education (IELCE) for ESOL Students

The IELCE model combines ESOL instruction, civics education, workforce training, and workforce preparation activities concurrently and contextually to increase ESOL students' educational and career advancement. In an IELCE service delivery model, a variety of team teaching strategies are used to deliver the curriculum. Upon completion, it is intended that students will have obtained an industry recognized certificate or credential and will be employable or go on to more advanced training in their chosen career pathway.

Customized Training

1. designed to meet the specific requirements of an employer (including a group of employers);

2. conducted with a commitment by the employer to employ an individual upon successful completion of the training; and

3. for which the employer pays -

    a. a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and

    b. in the case of customized training involving an employer located in multiple

local areas in the state, a significant portion of the cost of the training

Workforce Preparation Activities
Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education.

Pre-Apprenticeship
Pre-Apprenticeship is designed to prepare individuals to enter and succeed in an Apprenticeship program. These programs promote a diverse and skilled workforce and prepare participants to meet the basic qualifications for entry into an apprenticeship, through:

- An approved training curriculum based on industry standards

- Educational and pre-vocational services

- Hands-on training in a simulated lab experience or through volunteer opportunities

- Assistance in applying to Apprenticeship programs.
  Pre Apprenticeship programs involve formal partnerships with at least one Apprenticeship program sponsor.

Adult Education Workplace
The integration of adult education instruction and workforce training and usually located onsite with location determined by the employer. Adult Education instruction is contextualized for the workplace and skills training.

English as Second Language Workplace
The integration of ESL instruction and workforce training and usually located onsite with location determined by the employer. ESL instruction is contextualized for the workplace and skills training.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

In Tennessee, we understand that ensuring cohesiveness and alignment across the complex education and workforce development systems will be critical to our long-term success as a State. Tennessee Governor Bill Lee outlined a strong vision for Tennessee to develop a comprehensive and overarching workforce development system which braids the work of education and workforce development together. Some of the common elements of this Tennessee Workforce Development System (TNWDS) and the WIOA State Plan which overlap with Career and Technical Education, Vocational Rehabilitation, and Trade are described below.

The Tennessee Department of Education (TDOE) is responsible for the implementation of career and technical education (CTE) and administration of support for CTE through the Perkins

V State Plan. TDOE and Tennessee Department of Labor and Workforce Development (TDLWD) partner on multiple CTE initiatives working to establish a clear pipeline and infrastructure from education and training to work. One specific example is with Work-Based Learning (WBL). TDOE, through the Perkins State Plan, has a goal to double WBL participation over the next four years. TDOE and TNDLWD are continuously collaborating on plans to meet this goal and to provide high-quality workplace education and on-the-job training at the secondary and postsecondary levels. Another example is around the Apprenticeship TN program, where TDOE supports TNDLWD on expanding registered apprenticeships in Tennessee. Furthermore, representatives from TDOE and TDLWD also serve on various working groups and advisory councils to ensure CTE implementation is aligned across both departments.

The activities provided by the Trade Adjustment Assistance for Workers (TAA) program offer a critical resource for the state's plans to strengthen the workforce system through a highly integrated approach to service delivery. The TAA program has been incorporated in the framework for collaboration in the Tennessee Workforce Development System (TNWDS), as well as new strategies for training activities primarily delivered through work-based learning services.

For work-based learning services, the state's apprenticeship team has begun to partner with the staff from TAA to consider strategies to quickly retrain workers that have been trade impacted. With respect to the plans for the TNWDS, the TAA program serves as one of a few resources to develop a new strategy for the state's reemployment services.

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program works with stakeholder groups and customer advocacy organizations such as, the Council on Developmental Disabilities, The Arc of Tennessee, Disability rights Tennessee, Tennessee Works, and the State Rehabilitation Council to develop and implement programs and services for individuals with disabilities.

VR and TennCare collaborated on the development and implementation of the Employment and Community First CHOICES (ECF) program that offers services for a person with an intellectual or developmental disability. VR works with community rehabilitation providers (CRPs) to provide specialized and employment services for individuals with disabilities such as supported and customized employment services. The VR Services Program works with the Social Security Administration's Work Incentives Planning and Assistance (WIPA), also known as Benefits to Work, and Ticket to Work programs to help individuals with disabilities who want to work explore options and be informed of incentives available when they go to work. VR provides career counseling and information and referral services for individuals working at sub- minimum wage who may want to advance to competitive integrated employment at minimum wage or higher. The VR Services Program works with secondary school systems to provide pre-employment services for students with disabilities to prepare for transitioning to work our post-secondary training.

VR also partners with Tennessee's Employment First Task Force, a collaboration between public and private partners across the state, to align support, leverage resources, and work together to ensure that people with disabilities have access to education and employment opportunities. Through their strategic plan, the Task Force is aiming to reduce the employment gap for individuals with disabilities by 5% by 2023. Their strategic goals include aligning the service delivery system and strengthening coordination, building a shared commitment to employment first, increasing the number of employers that hire people with disabilities, making Tennessee state government a model employer of people with disabilities, and preparing students for employment and post-secondary success.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

TDHS improved its coordination efforts through increased communication, promotion of cross-program knowledge, and cross-training among frontline TANF and other one stop partners to enhance the ability of each program to address the customer needs and questions that may cross program lines. This process reduces the passing of customers between programs for answers to basic questions.

The TANF partners are co-located in some of the One Stop Job centers, and a referral process has been established where co-location does not exist. This helps to facilitate a seamless co-enrollment process for TANF customers to ensure customers have access to an extended menu of workforce development and support services.

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program provides services for eligible individuals with disabilities. Services may include assessments for determining eligibility, training to obtain an educational credential, employment services to assist with obtaining competitive integrated employment that provides economic self-sufficiency and opportunity for advancement and counseling and guidance to facilitate an individual's participation in VR services and in achievement of an employment outcome. Services may also include supported and customized employment, self-employment and specialized services for individuals who are blind or have visual impairments or who are deaf or hard of hearing. VR staff work together with core partners to provide seamless services for people with disabilities through collaboration on referrals, program eligibility, program planning, available services, and shared funding, when appropriate.

The activities provided by required one-stop partners and other optional one-stop partners are a critical resource for the state's workforce system. The state's workforce vision, embodied in the Tennessee Workforce Development System strategy, relies heavily on the service provision of the one-stop partners. With a primary goal of streamlining intake processes and service delivery to improve participant outcomes, the state has centered most of the activity integration with one-stop partners on co-enrollment opportunities where participants can receive a variety of services from different agencies and partners through one unified process.

Under most circumstances, one-stop partners and other optional one-stop partners are the first point of contact with participants that qualify or need WIOA services. To strengthen the integration with our one stop partners to ensure the effective and efficient provision of co-enrollment services, the Tennessee Department of Labor & Workforce will leverage existing case management system to add any necessary modifications that will better inform one-stop partners of co-enrollment opportunities for participants. Additionally, the agency recently implemented a Key Performance Indicator project which offers Local Workforce Development Agencies vital and timely participant performance information to aid in planning and service improvement. These two approaches to strengthening the partnership with one-stop partners, along with other existing resources, serve as the primary core framework for integrating service delivery in a comprehensive manner.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

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

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program Business Services Unit (BSU), formed in 2016, partners with stakeholders in the workforce system to meet the current and projected workforce needs of employers. To serve employers in achieving their industry and sector goals in the state, the VR BSU partners with the Department of Labor and Workforce Development's American Job Centers and their regional Business Service Teams. Consultants from the VR BSU partner with employment specialists from the Department of Corrections, Veteran's representatives, training and educational institutions, and members from local Chambers of Commerce to align efforts for supplying a skilled and talented workforce in local communities. Through their involvement in the regional Business Service Teams across the state, the Consultants of the VR BSU can work collaboratively with partners from across WIOA core programs and beyond to identify opportunities for meeting the workforce demands of local employers and industry sectors. The VR BSU is in the process of reorganizing and expanding their capacity to optimally serve rural and urban customers.

In FY23, the department has developed a Business Engagement Plan to prioritize Tennessee employers as workforce system "customers" by building business consulting relationships, confidently projecting a value proposition, and customizing programs and benefits available. To better serve our employer customer, this infrastructure will create a state-wide business services model for TDLWD staff and external LWDA partners to implement and provide a consistent approach of streamlined solutions. This plan establishes a comprehensive agency-wide mindset redefining "business engagement." Assessment of need and identified high-level solutions have been organized into seven foundational themes called plan "pillars." These seven foundational pillars collectively create the plan structure:

- Adopting a Sector-Based Service Delivery Approach
- Utilizing a Business Cycle Framework
- Positioning LWDBs as Asset Mappers
- Case Managing Employers
- Enterprise Alignment
- AJC Network Improvements
- Training & Development

Each of these plan pillars are supported by targeted strategies and specific goals. As part of this blueprint infrastructure for business engagement, strategies and goals are detailed though action items and assigned action owners. Additionally, metrics for success are identified to measure progress.

Through these strategies, the department will enhance how we provide customer service to our employers and become better positioned to provide agile responses to workforce system needs. Our business engagement structure is graphically represented below and outlined within the body of this "living plan" to create a replicable blueprint model for changing needs, personnel, and success.

TDLWD BUSINESS ENGAGEMENT PLAN

Columns: Sector-Based Service Delivery | Business Cycle Framework | LWDBs as Asset Mappers | Employer Case Management | Enterprise Alignment | AJC Network | Training & Development

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

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

As part of its partner engagement with educational institutions, The Tennessee Department of Labor and Workforce Development (TDLWD) is involved in collaboration with the Tennessee Higher Education Commission (THEC), Tennessee Department of Education (TDE) and the Tennessee Board of Regents (TBRs) to focus on career and technical education, work-based learning and career pathways. Each of these entities works closely with the State and local workforce development boards to develop training and support for emerging workforce demographics through our 27 Tennessee Colleges of Applied Technology (TCAT) and 13 Community Colleges across the State. The entities work to assist in recruiting industries, retraining displaced workers, assisting with plant closings, and introducing youth to post-secondary career options/program to meet the States workforce needs. The pipeline to serve our clients and better meet the industry needs is maintained through constant communication. Another program that cooperatively increases alignment and promotes job-driven education is the workforce 360 program; which can bring workforce, education, and employers under one roof to discuss achievable strategies.

Tennessee is also expanding programs of study that bring together a sequence of career-focused courses that start in high school and extend through college and have grown in their availability and connectivity to emerging occupations. Similarly, Tennessee Pathways is another program

that provides multiple pathways to high skill/high wage employment for high school students to earn "dual credits" for both high school and college for easy transfer to two-year or four-year institutions.

Governor Lee's Goal 4: Clear Data/Reporting, II Pipeline Development, and III Integration with Economic Development, is guiding the WIRED Division in its development and enhancement of labor market information for the workforce partners and the public. Annually WIRED provides information on the top statewide demand occupations, skill gaps, and programs of study with a surplus of completers to THEC for the Academic Supply and Occupational Demand report due to the Tennessee legislature on January 15. The Tennessee Department of Economic and Community Development (ECD) provided some additional regional information on demand occupations for the report to THEC. With a goal of working toward common measures and greater visualization of employer requirements and student outcomes, THEC, ECD, and TDLWD WIRED Division staff met in the spring of 2019 to review measures developed by ECD and WIRED. Both ECD and WIRED continue to adjust their measures to use more local and real time data sets.

The Governor's GIVE program received more than 60 grant applications from community college, Tennessee College of Applied Technology, local education agency, and employer teams who applied for up to $1 million in funding to enhance and collaborate on career and technical education programs in their communities. Extra points were received in grant scoring if designated distressed or at-risk counties were included in the collaborations. TDLWD WIRED staff participated in the scoring of applications which included metrics on best use of labor market information (LMI) from the Academic Supply and Occupational Demand report, jobs4tn.gov LMI, and other credible LMI sources. In the grants, educational institutions described ways they planned to recruit students into programs of study where data indicated skill gaps exist in their communities.

TDLWD continues to work with THEC on enhanced LMI measures and visualizations for the Academic Supply and Occupational Demand product for the public and legislators. Also, the Tennessee Department of Education, College, Career, and Technical Division, is a rich source of information on industry certifications matched to their programs of study. They provide this information to their local education agencies and are researching the availability of additional data from certifying agencies. TDLWD is providing their information on "Tennessee Promoted Industry Certifications" to the local workforce boards through the workforce planning process. TDLWD LMI previously provided data on apprenticeship completers in the state to TDOE which allowed them to successfully compete for funding in this area. TDLWD also assisted in designing record layouts so TDOE career and technical completer data could be added to the P-20 data warehouse and allow their student data to be matched to wage records for follow-up information.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

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

The State is regularly working on the strategies to engage with other education and training providers, especially the statewide Eligible Training Provider List (ETPL) which is a program providing choices to WIOA participants. The local boards in each workforce area are working with providers to ensure that they have the correct training programs developed and approved to meet the needs of employers. The Local area is helpful in identifying Eligible Training Providers (ETPs) for skills panels that will work to analyze skill gaps and identify resources for growth in localized industrial clusters.

Another way the state is engaging with other Education and training providers is by promoting the role of the Community and Technical Colleges in the growth of our economy. For instance, to meet the workforce training needs, these 40 colleges provide short term and long-term training programs and have developed innovative strategies with the local, regional and State employers. Additionally, Adult Education, Vocational Rehabilitation, and Career & Training Education (CTE) are training programs that continuously providing beneficial services to participants with significant barriers to education, training, and employment. Through continued collaboration, the educational partners can offer workforce development programs and provide training for industries and small businesses. The following are the partners that the colleges work closely with to fulfill the state's goals:

- Tennessee Department of Labor & Workforce Development

- Tennessee Department of Economic & Community Development

- Tennessee Small Business Development Center Tennessee Department of Tourist Development

- Tennessee Department of Education

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

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

As described above, the State will continue to use the workforce development system partnerships to ensure all resources are leveraged successfully for participants in attaining their educational goals. In addition, the State's "Drive to 55" initiative offers strong support for increasing educational access through TN Promise, TN Reconnect and LEAP grants. Finally, to increase educational access, the state will increasingly use all workforce programs WIOA, TAA, Vocational Rehabilitation, Pell Grants, public and private grants, and other resources to assist participants in achieving their education and employment goals.

Tennessee will work across agencies to provide a wide range of supportive programs targeted to enhance access to educational institutions and their occupational and vocational training programs. Examples of such programs include:

- Administering the Carl D. Perkins Career and Technical Education grant for Tennessee. Educational institutions can request Perkins program improvement funding for activities to prepare special populations for high skill, wage, or demand occupations that will lead to self-sufficiency.

- High school seniors in Tennessee may apply for the Tennessee Promise scholarship, which will provide two years of tuition-free attendance at a community or technical college in Tennessee. Tennessee Promise is a last-dollar scholarship, meaning it will cover the cost of tuition and mandatory fees not met by Pell, Hope, or the Tennessee Student Assistance Award. As part of the program, students will be paired with a partnering organization, provided with a mentor who will support them during the college application process, and complete the community service requirement.

- Implementation of the Tennessee Reconnect Grant may also be used at Tennessee community colleges and some four-year institutions to pay for tuition while earning a two-year associate degree. This grant pays the remaining balance after other state

financial aid and Pell Grants have been applied towards tuition and mandatory fees at the community college. At a four-year institution, the Tennessee Reconnect Grant will not be last-dollar, meaning it will not cover all tuition and fees. The amount of funding you may receive will be based on the average amount of tuition and fees at a community college.

- Drive to 55 was created to ensure at least 55 percent of Tennesseans have a college degree or certificate by 2025 and can access more career opportunities in their communities across the state. Tennessee Pathways supports alignment among K-12, postsecondary, and industry to provide students with relevant education and training to jumpstart their postsecondary degrees and credentials. Students, with their certificate, degree or credential, can transition seamlessly into the workforce and contribute to the success of our economy.

- The Tennessee Department of Correction (TDOC) educational system is fully accredited by the Tennessee Department of Education to ensure the highest level of education. TDOC provides an array of academic and career technical programs, as well as library services at each of the state correctional facilities. A team of dedicated, highly qualified teachers who hold valid Tennessee teacher's licenses, some of whom are also certified and licensed by the National Center for Construction Education and Research (NCCER), provide instruction for incarcerated offenders in Adult Basic Education (ABE) and Career and Technical Education (CTE). TDOC partners with Tennessee Higher Education Initiative (THEI) and Lipscomb University to offer classes at two male facilities and one female facility leading to a general education certificate, associate's degree, bachelor's degree, or master's degree. TDOC also partners with the Tennessee Department of Labor and Workforce Development (TDLWD) to provide high school equivalency testing for incarcerated individuals. The goal is to provide incarcerated individuals with education and career training as part of the broader effort to increase public safety and reduce recidivism.

- Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers, providing students with the needed skills that are difficult to learn solely through classroom-based instruction. WBL activities begin by helping students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find careers of interest, learn what postsecondary education is necessary for success, and practice the technical, transferable 21st century skills, and social and personal skills to enter those careers later in life. Collaboration between private and public institutions ensures relevant skill development and clear pathways to student success. Work-based learning is a methodology that can support learning for all students through various strategies. Successfully braiding the components of school and work and providing work-based learning opportunities for all students requires a vision and commitment shared by stakeholders including educators, employers, communities, parents, and the students themselves. The Tennessee Department of Education's policies support WBL programs that prepare students for success in local high-wage, high-demand, and high-skill careers through rigorous, relevant WBL experiences driven in partnership by the business community and schools. These experiences may begin with broad exploratory activities as early as elementary school, when students are first becoming aware of what adults do in the world around them. Over time, these experiences become more customized and specific to the interests and needs of the students. Ultimately, more students will have the opportunity to participate in and

benefit from high-level, capstone WBL experiences such as internships and apprenticeships that prepare students for postsecondary degrees and employment.

- The state's Apprenticeship and Pre-Apprenticeships strategy will be kicking off with full implementation in January 2020. Labor and Workforce Development is partnering with Tennessee Board of Regents to increase sponsors of Apprenticeships programs at both the Tennessee Colleges of Applied Technology (TCATs) and Tennessee's 13 Community Colleges Across the state. By growing Apprenticeship programs throughout the state, in both traditional and non-traditional occupations, individuals are given the opportunity to earn while they learn. These programs ensure individuals living wages while they progress through the educational components of their certifications and/or degree program. Not only do apprenticeship programs provide access to education they enable individuals to achieve an education without the accumulation of debt.

Strong collaboration and engagement across agencies is critical to achieving those goals, and there is a shared commitment within state agencies, the Governor's office, and the state legislature to ensure collaboration works to achieve the best outcomes for Tennesseans.

Governor Lee's GIVE grants funded by the state legislature which designate priority points for distressed and at-risk counties are awarded to educational institutions. Local workforce agencies are collaborating on advisory and governance committees in several areas applying for these grants and can assist in leveraging these funds, as well as ECD LEAP grants, with other workforce services. They also can assist in working with the educational institutions, employers, and others in the related industry sectors to insure sustainability of GIVE grants in future years, and recruit populations with barriers into these programs.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

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

The state will continue to work to improve access to postsecondary credentials by focusing on high school diploma or equivalency attainment. This will be accomplished by ensuring that participants who lack a high school diploma are referred to Adult Basic Education (ABE) for services. This will enable many participants to be introduced or reconnected to the education system and improve their access to postsecondary credentials. In addition, the state will utilize a demand-driven system to identify which training programs lead to credentials that are essential to business' needs. This includes providing interested employers with information about the Apprenticeship Assistance Training Grant to help with the Registered Apprenticeship certifications across the State. Each of these activities will improve access to postsecondary credentials in the State. Industry certifications can be stackable credentials such as Microsoft Office Suite certifications as identified with the Office Management program of study. Another method of discerning which certificates and licenses are demand-driven is to identify those which are related to occupations in demand using the Department of Labor and Workforce's supply and demand analysis. Additionally, the Department of Education has an industry certification policy for high school students that promote certifications, vetted by Tennessee industries; the student should be able to attain these certifications after the completion of a program of study in one of the 16 career clusters. The approach taken to align industry certification is designed to ensure that students are presented with viable seamless learning

pathways. This designed approach contains three main goals:

- An increase in student attainment of department-promoted industry certifications

- An increase in student transference of department-promoted industry certifications to meaningful postsecondary and workforce opportunities following high school graduation

- Provision to ensure consistency in the promotion of all department-promoted industry certifications with various stakeholders.

Tennessee will promote the attainment of postsecondary credentials in a number of ways and through partnering with WIOA boards to secure funding. Examples include:

- Tennessee recognizes apprenticeships are a proven work-based learning strategy connecting individuals to a career pathway. In July 2019 Tennessee was awarded the ApprenticeshipUSA State Expansion Grant ($1.4M). Funding from this grant provides the means to build an infrastructure to support the expansion of apprenticeships in Tennessee with the overall purpose to grow and expand apprenticeships throughout the state which in turn leads to a nationally- recognized industry credential that is both portable and stackable. Tennessee's strategy is focused on building apprenticeships in both traditional and non-traditional fields. With the grant funding Tennessee will launch the ApprenticeshipTN website which will serve as an avenue to connect established registered apprenticeship programs to individuals seeking employment. In addition, Tennessee will educate employers on building registered programs and the benefits of apprenticeship programs. The resources under this initiative will work with employers, educational institutions, and training providers in unique ways to accomplish increases in both the number of registered apprenticeship programs in the state as well as the number of apprentices into new or already established programs.

- In an effort to continue to expand and market Registered Apprenticeship as a post-secondary option for students, the Labor and Workforce Development will partner with another state agency to support pre-apprenticeships in the high school sector. This effort focuses on the development and readiness for high school graduates to enter a registered apprenticeship program. In addition, in some cases, it will allow a high school student to earn post-secondary credentials at the same time as earning their high school diploma.

- Tennessee will partner with Tennessee Board of Regents on the Drive to 55 initiative to ensure 55 percent of Tennesseans have a college degree or certificate by 2025 and can access more career opportunities in their communities across the state. Tennessee Pathways supports alignment among K-12, postsecondary, and industry to provide students with relevant education and training to jumpstart their postsecondary degrees and credentials. Students, with their certificate, degree or credential, can transition seamlessly into the workforce and contribute to the success of our economy.

- All training providers will be encouraged to seek inclusion on the State Eligible Training Provider List which will require them to describe the credential(s) to be earned.

Tennessee Reconnect helps adults enter higher education so that they may gain new skills, advance in the workplace, and fulfill lifelong dreams of completing a degree or credential. As part of Tennessee Reconnect, all TANF providers are encouraging customer enrollment in one of

our twenty-seven (27) Tennessee Colleges of Applied Technology (TCATs) to obtain and/or finish their degree or certificate. TANF partners assist customers in filling out applications to educational entities and Free Application for Federal Student Aid (FASFA) applications. The TANF provider staff have been trained on how to assist customers in navigate the financial aid opportunities with Tennessee Reconnect. TANF providers also have staff that work with customers to assist them in mapping out a plan that best suits their end goal desires.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program is aligning career pathway services with other partners to help individuals with disabilities enter or advance within a specific occupation or occupational cluster through registered apprenticeships. The VR Services Program's Business Services Unit will work closely with the Tennessee Department of Labor and Workforce Development and other partner subject matter experts to assess and identify apprenticeship programs across the state in order to identify potential VR customers who can participate in apprenticeship training that will lead to economic self-sufficiency.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program operates the Tennessee Rehabilitation Center (TRC) – Smyrna, a comprehensive vocational rehabilitation training center. On July 22, 2019, the TRC - Smyrna transitioned from a program-based model to a new Career and Technical Education (CTE) design to enhance the overall service delivery process and better align the Center with the WIOA Primary Indicators of Performance in the areas of Credentialing and Skills Gains. As a result of the Center's transformation, students are no longer required to participate in a specific program with designated beginning and end dates. Students now choose an Area of Study with classes offered based on an individualized schedule. On a quarterly basis, students attend day and/or evening classes and can enroll in prerequisite, required, or elective classes based on their interests, skill development needs, and Area of Study requirements. All curriculums have also been enriched to have a greater emphasis on work-based learning and community integration through required volunteer, practicum, and internship opportunities with business and industry. Upon completion of all courses, students receive a certificate of completion and have the option to take an exam to receive a national credential in their Area of Study.

TRC Smyrna offers 9 Areas of Study that provide opportunities to obtain national certifications and licenses that are industry-recognized, portable, and/or stackable. In addition, students can enroll in an Entrepreneurship Area of Study to learn how to start and operate their own business after obtaining their certification. The Center is completing the final year of a 3-year strategic plan that includes objectives and action steps to improve access to and increase enrollment in apprenticeship programs and is currently working with one of its national partners, CVS, to develop pre-apprentice programs that could lead to registered apprenticeship certificates for TRC students. The following provides a brief overview of the Areas of Study and associated credentials where applicable:

Automotive Detailing Technician

The Automotive Detailing Technician Area of Study prepares students for employment in the automotive services industry. Students are trained from the I-Car curriculum which includes courses in paint correction, buffing, polishing, and refinishing of body panels. Upon completion of all courses, students can obtain a nationally recognized credential in Auto collision and Repair.

Automotive Maintenance & Lubrication Technician

The Automotive Maintenance Area of Study prepares students for employment in Fast Lube

Businesses, Automobile Dealerships, Rental Car Outlets, Large & Small Automobile Garages, Tire Companies, and Vehicle Manufacturers. The Automotive Service Excellence (ASE) curriculum is used to teach skills in oil and filter replacement, four-wheel alignments, wheel balancing services, brake service, repair tire servicing, and light engine and transmission work. Students may take an exam to obtain certification from the National Institute for Automotive Service Excellence (ASE) upon graduation.

Business Education Technology

The Business Education Technology Area of Study introduces students to professional clerical and office opportunities. Students are trained in specific office tasks and office procedures, and skills positions in a broad range of clerical and office related positions, including receptionist, office clerk, secretary, and administrative assistant. Graduating students can obtain a national certification as a Microsoft Office Specialist and receive additional certifications through Office Proficiency Assessment & Certification (OPAC).

Certified Logistics Associate/Technician

The Certified Logistics Associate/Technician Area of Study is designed to prepare students with skills and knowledge for a career in the logistics work environment. Students will be prepared for employment with companies that have implemented a team-oriented design, safety principles, lean principles, supply chain logistics, and sustainable practices within the manufacturing environment. Upon completion of this area, students will be able to explore job opportunities in this industry, including shipping and receiving clerk, conveyor work, and quality standards examination in warehouses and manufacturing plants. Students can obtain national certification as a Logistics Associate and an advanced Logistics Technician certification as a stackable credential through the Manufacturers Skills Standards Council (MSSC).

Certified Production Technician

The Certified Production Technician area of study will offer students an introduction to Safety, Quality, Manufacturing Operations and Maintenance Awareness, as these topics relate to employment in the manufacturing industry. This credential will prepare students for positions in manufacturing including Production Helper, Production Technician, Machine Operator and Assembler. Students who demonstrate mastery of the core competencies of advanced manufacturing production can obtain credentials as a Certified Production Technician through the Manufacturers Skills Standards Council (MSSC).

Customer Care

The Customer Care Area of Study trains students to obtain a position in a variety of customer service settings and jobs. Students will learn skills including product handling, stocking, ordering, inventory, money handling and operating point-of-sale equipment, creating displays, and customer service. This training will prepare students for positions in customer service, including call center representative, information clerk, customer service representative, and/or retail associate and greeter. Students who qualify can take the National Retail Federation Foundation Certification exam.

Food Service

The Food Service Area of Study will offer students an introduction to the professional food service industry. Students will be introduced to workplace safety as well as sanitation & hygiene in a food service establishment. Upon completion in this area, students will be able to display skills applicable to this area such as safety, dining area work tasks, dishwashing operation, food identification, food preparation, and bakery operations. Students can obtain the certification

administered by the National Restaurant Association as a ServSafe Manager.

Power Equipment

The Power Equipment Area of Study will introduce students to workplace and equipment safety on the Forklift, Stock Picker, and Power Pallet Jack. Upon completion of this Area of Study, students can obtain OSHA Forklift Certification and will be able to explore job opportunities in this industry including warehouses, lumber yards, manufacturing plants, farm supply stores, and food outlets.

Pharmacy Technician

The Pharmacy Technician Area of Study trains students to assist licensed pharmacists in providing medication, medical devices or products, and customer service to patients. Pharmacy Technicians may also perform tasks related to preparing or compounding medications, communicating with physician offices or insurance companies, and other administrative pharmaceutical duties. Jobs can be found in retail, hospitals, mail order, and specialty pharmacies. Key skills gained include insurance verification, payment processing, inventory tracking, ordering, prescription filling, quality control, medical data entry, and coding. Upon completion of this Area of Study students can take the exam to become a Certified Pharmacy Technician (CPhT).

Tennessee has a reverse referral process in which individuals that are enrolled in TCATs and community colleges can be referred to the SNAP E&T program. This will allow SNAP recipients to gain the necessary skills and credentials to obtain self-sustaining wages. E&T education activities directly enhance the employability of the participants; there is a direct link between the education activities and job-readiness.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

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

The strategic realignment of the workforce development regional directors in accord with the TNECD Job Base Camps creates a seamless connection of economic and workforce development activities. In addition, the partnership through Workforce 360 encourages alignment and coordination of recruitment, training and placement of qualified candidates. The talent recruitment process continues with pre-screening, assessment and testing, interviewing, and pre-hire training. Tennessee American Job Centers provide assistance with the following services:

TALENT RECRUITMENT PROCESS

RECRUITMENT
- Advertisements
- Job fairs
- Community outreach
- PSAs
- Career Coach
- American Job Centers

PRE-SCREEN
- Job skills
- Expectations
- Matching experience
- Qualifications
- Competencies
- Leadership potential

ASSESSMENT & TESTING
- Physical abilities
- Team
- Computer
- NCRC
- Company specific simulation exercise

INTERVIEW
Review of skills, experience, behaviors, attitude, leadership ability and team: Conditional offer pending approval of background, drug and medical.

PRE-HIRE TRAINING
Exhibit necessary behavior, technical skills, manufacturing skills; team and concepts of lean; willing and able to work in company, environment and culture.
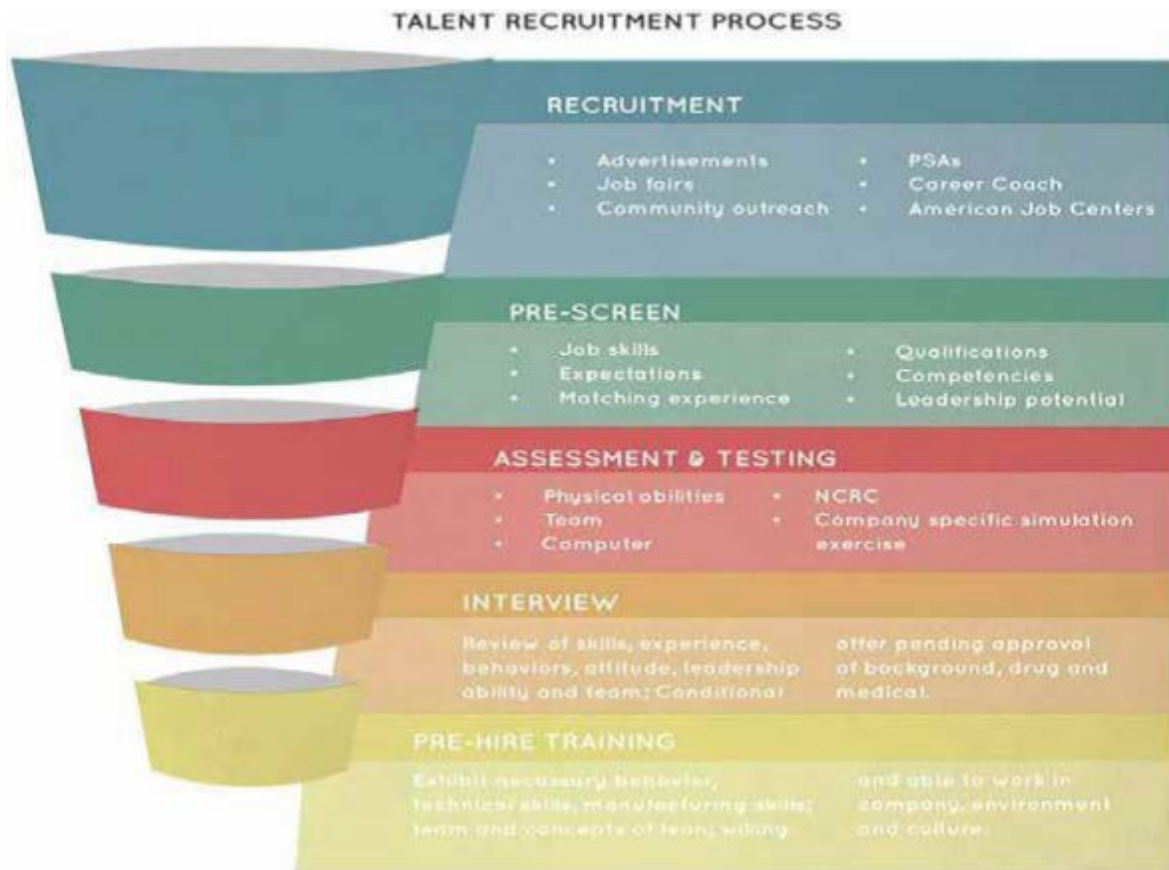
Figure 3A – TN Talent Recruitment Process

Each department has defined and relevant roles in stimulating growth across the state, however, it is in the transformed partnerships that TDLWD and TNECD have found renewed success. The Governor's Workforce Subcabinet, the State Workforce Development Board, Pathways TN and several other aforementioned committees and initiative coordinate labor and economic development entities, strategies and activities on both the State and local level. Additional economic development activities and services include:

Business Enterprise Resource Office

Under the auspice of TNECD, the Business Enterprise Resource Office (BERO) serves as a voice for and advocate of economic inclusion for Tennessee's disadvantaged businesses (DBE). The office is tasked to analyze, disseminate and promote best practices and access to capital for DBEs to service providers. It also reports on the status of DBEs across the State. For the purposes of BERO, DBE refers to businesses owned by women, minorities, Veterans and persons with disabilities and businesses operating in remote or rural areas of Tennessee.

With the launch of a new website in 2015, BERO now has an updates platform and its website that allows easy access to BERO's target audience to present: policy and procurement information for DBEs and small businesses; topics for youth entrepreneurship; information on grants; and information about general resources for service providers.

One featured section of the new website is "Topics for Economic Inclusion", which highlights various policy and procurement information for DBEs. Such information can be:

· Entrepreneurs with Disabilities: Programs and Resources

· Minority Business Enterprises, Women Business Enterprises; Veteran Business Enterprises: Policy

and Procurement

· Rural Businesses: Policy and Financing

· Youth Entrepreneurship: Programs and Opportunities

Additional resource links provide information about State and Federal resources, grant opportunities and services providers (businesses and communities). The two following resources are:

1. *Tennessee Smart Start Guide*

The TN Smart Start Guide, a startup and small business guide, is published and distributed along with a paired postcard in both digital and hard copy formats. The guide gives an overview of a broad base of relevant topics from legal structure to financing to procurement.

The guide is distributed through TNECD's nine regions and its resource partners and stakeholders. These include but are not limited to, elected officials, chambers of commerce, development districts, state agencies (such as the Office of the Small Business Advocate, Revenue, Secretary of State, Human Services and Labor and Workforce Development), UT-CIS, TN Small Business Development Centers, the US Small Business Administration, USDA Rural Development, SCORE, AEO, the Federal Reserve Banks of Atlanta and St. Louis, business incubators and accelerators, and many others. Averaging 1,700 page views per week, the guide has been recognized nationally as a best practice resource.

2. How to Start a Business

This portion of the website provides a simplified step-by-step guide to registering a business in Tennessee and is part of a larger push to make registering a business in the state easier. A general checklist for business registration includes the following steps, 1) choosing a name, 2) determining a legal structure, 3) taxes, 4) hiring employees, 5) licensure requirements, 6) key resources, and 7) links to the TN Smart Start Guide and the PDF of the flowchart.

Main Street: Business Promotion and Technical Assistance

The Tennessee Main Street Program serves as a statewide resource for communities seeking to revitalize and manage their traditional downtowns. In partnership with the National Trust for Historic Preservation's National Main Street Center, this program serves the 28 designated Main Street Communities across Tennessee. In 2014, these 28 communities reported reinvestment statistics that included 1.565 net new jobs, 171 net new businesses and a combined public/private investment of $95.5 million within their program districts.

A list of additional TNECD Affiliated Programs follows:

Regional Entrepreneurial Accelerators

The State's Launch TN accelerator program is designed to assist promising entrepreneurs with the resources necessary to propel their companies along the spectrum of business growth and job creation. Accelerators are located throughout the State with the goal for them to become foundational components in each region's economic development strategy; conjunction with creating a network of partnerships and mentors within the local business community, the statewide investor base, higher education, non-profits and government. The grant funding is a combination of State and Federal dollars and is contingent on each accelerator providing local matching support. Regional accelerators have hosted over 475 entrepreneurial events, engaged over 400 mentors and accelerated over 122 companies statewide.

Tennessee Rural Opportunity Fund, Small Business Jobs Opportunity Fund and Energy Efficiency Loan Programs

The Tennessee Rural Opportunity Fund (ROF), a rural economic development fund, was launched in 2008; and in 2010 the Small Business Jobs Opportunity Fund (SBJOF) was launched. The funds were created through a partnership between the State of Tennessee, the Tennessee Bankers Association and Pathway Lending, a not-for-profit community development financial institution, also referred to as a CDFI. ROF provides loans and technical assistance to small, disadvantaged and early-stage businesses in rural Tennessee and the SBJOF provides loans of up to $2.5 million to small businesses statewide. The Tennessee General Assembly approved a $1.25 million appropriation directed through TNECD; $10 million for ROF; $10 million for the $25 million SBJOF.

B. STATE OPERATING SYSTEMS AND POLICIES

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

(Please see subsequent entries for responses to specific areas of this section.)

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.)

Tennessee's web-based Virtual One-Stop System (VOS) is the most advanced and comprehensive statewide workforce development information and reporting system available today. Using a set of core proprietary software components created by Geographic Solutions Inc., the department and its partners have modernized and integrated workforce services into a single computing platform referred to as Jobs4TN. This system will allow for a coordinated implementation of our state strategies. Having data integrated in the same system allows for better program communication which leads to better reporting and customer service.

One of the main objectives of Tennessee's Workforce System is to connect workforce development with job creation and growth; so a major tool intended to achieve and maintain this relationship is our data and case management system. For this reason, TDLWD launched Jobs4TN in December 2014. Developed by Geographic Solutions, Inc., this system is user-friendly and extremely helpful for the general public and our staff. The major functionalities of Jobs4TN are:

- Self-Service for Job Seekers

- Self-Service for Employers

- Labor Market Information

- Mediated Labor Exchange

- Case Management through Virtual One-Stop System (VOS)

- Performance Reporting and Flexible Ad Hoc Reports

- Individual Fund Tracking

These functions provide integrated and secure, web-based applications hosted by Geographic Solutions, Inc. They are also password protected and have role-based security for local and state level staff. They provide, in addition, full, statewide metrics and streamlined participant data as well as performance reports just for the unique local areas and all AJCs.

In addition to the multi-level functionality of Jobs4TN, Workforce One-Touch streamlines the agility and connectivity of business management and customer service ticketing systems utilized by TDLWD. This system exists with the following goal, strategy, and objectives in mind,

- GOAL: collect real-time customer data upon which evidence-based TDLWD policies can be structured and continuously improved while measuring customer performance and accountability.

- STRATEGY: develop multi-agency collaboration and accountability for the effective delivery of services reflective of State workforce and education customer service outcomes.

- OBJECTIVE: increase customer service data sharing across State agencies through an agreed-to standardized process that includes the creation of standardized customer profiles and ticket forms.

Workforce One-touch has revolutionized Workforce System communication and management resulting in transformational results across Tennessee. Below are some highlights of the success of the system:

A major feature of Workforce One-Touch is Zendesk, a multi-channel customer service tool that streamlines communications throughout the Department. This system allows TDLWD to store all support questions and requests in one place for staff assistance and reference. Within assigned groups or divisions in the system, staff can quickly respond to businesses and customer requests for assistance or easily assign the request to the appropriate staff member. The ease in sharing such requests allows the Department to render quicker, better customer service. It also provides a record of progress for various communications to increase collaboration and streamline all responses. Finally, this system provides customer service and satisfaction metrics to support workflow improvements and increase efficiencies across the board.

In addition to coordinated request responses, Zendesk also includes a live-chat feature, Zendesk Chat. Advantages of this feature include:

- Proactive engagement - initiate a chat with a customer who may need help

- Customer convenience - chat is a fast way to provide customer service in real time

- Agent productivity - reach more customers by easily managing multiple chats. Zendesk Chat also offers helpful features including:
    - Triggers that automatically send out a chat or message to visitors on specific pages of the Department's website.
    - Agent-to-agent chat for team collaboration in real time
    - Automatic translations of chat conversations
    - Shortcuts that speed up chat conversations
    - The ability to route chats to specialists

The Tennessee Department of Human Services (TDHS) – Vocational Rehabilitation (VR) is under contract with Alliance Enterprises, Inc. to replace VR's current legacy case management system, TRIMS, with a new system, Aware, that is federally compliant and supports the changes required by WIOA. The new system will provide staff with a more efficient, user-friendly system that supports WIOA reporting requirements and a variety of vocational rehabilitation program case types, including traditional VR cases, Independent Living (IL) cases, Independent Living Older Blind (ILOB) cases, Potentially Eligible (PE) cases, and allows for staff of Community Tennessee Rehabilitation Centers (CTRCs) and TRC Smyrna to access and store essential case information in one comprehensive case management system.

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS

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

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

Our goal is to carry out all data-collection and reporting processes under this plan using a single virtual system, specifically, the Jobs4TN system which is being deployed by Geographic Solutions, Inc., TDLWD's system of record for workforce data across all core programs. And to the extent possible, recognizing cost and infrastructure limitations, also to be deployed for certain mandatory and optional partners as WIOA take shape in the future.

The department's web-based Virtual One-Stop System (VOS) is the most advanced and comprehensive statewide workforce development information and reporting system available today. Using a set of core proprietary software components created by Geographic Solutions Inc., the department and its partners have modernized and integrated workforce services into a single computing platform referred to as Jobs4TN. Working from the WIOA statutes, we have moved forward with establishing needed data points in our systems and continually work with our vendor to collect required data as the reporting requirements continually change. *The system was created to collect participant level data that is needed to create the federal reporting file called the PIRL (Participant Individual Record Layout). As participants receive services from our system they are entered into the jobs4tn system where that information is housed in certain individual record tables. Once we have collected the social security number of a participant that was a participant of a program that social security number is then matched with wages from our Tennessee state unemployment wage records and also combined with SWIS wage records and then stored into the system. Every quarter we pull an extract of the participants that were served for*

that rolling 4 quarter period and submit a SIRS file to the US Department of Labor. That file then goes through numerous edit checks and validation to ensure accuracy of the report.

The VOS component library as implemented in Tennessee is modular in design and new or existing Web components will be easily added or modified. For example, the system incorporates robust modules for:

- Job Seeker and Employer Self Service

- Title I, Title II, Title III, Title IV (in December 2016), as well as Trade, SNAP, and RESEA Case Management Modules.

- Unemployment Insurance

- Virtual Recruiter for Employers

- Labor Market Information, including Demand Occupations by LWDAs

- Labor Force Information by County, Region, and Statistical Area

- Tennessee Training Providers

- Adult Education

The system also creates and deploys expansive, workforce administrator and manager tools and virtual functionalities such as:

- Accountability and Dashboard Modules for Management

- Fund Management Tracking and Reporting

- Managed Employment Services

- Statewide and Partner Case Management

- Follow-Up and Outcomes Tracking

- National Data Sharing Interfaces

- Trade-Affected Worker Module

- Rapid Response to Layoff Module

VOS also enhances user practical knowledge by making available state-of-the-art, online assessments, as well as outcome tracking of Aptitude and Basic Skills tests, which are easily recorded for search and viewing by authorized staff and employers. Paperless case management and source document management and data validation modules position department and contractor staff for further deployment of business efficiencies through managed upgrades and modifications to the system.

VOS is a robust web-based computing system with strengths in ease of use and in its partnerships with internal units such as Unemployment Insurance, Adult Education, and potentially scalable interfaces and partnerships with other agencies in state government.

The Tennessee Department of Human Services (TDHS) – Vocational Rehabilitation (VR) is in the process of implementing a new case management system called Aware. The system is scheduled to go-live in June 2021. The new system will simplify data collection and report generation for staff, allowing for greater transparency and access to program-related data. The system was

chosen in part because it is scalable and agile enough to implement changes to data collection and reporting in a timely manner and is designed to identify and easily collect all data field required by the VR Service Programs federal partners, the Rehabilitation Services Administration (RSA). The system also permits budgeting, facilitates fiscal transactions through external systems, and provides statistical and management report generation in accordance with the applicable state and federal regulations, particularly WIOA. It also has the capability of accepting and storing program documentation and generation of all federal reports, as well as division-specific reports, allowing the VR Program the opportunity to collect and accurately report on crucial program data.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program considers an individual to have applied for VR services when the individual or, as appropriate, the individual's representative has completed and signed a common intake form at an American Job Center and has been referred to a VR Counselor.

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program refers individuals who are not eligible for VR services or are not seeking employment or whose case is closed unsuccessful to a local American Job Center to address their employment needs.

The State Workforce Development Board (SWDB) has three policies regarding the provision and oversight of services and partners within the American Job Center (AJC). The first policy is labeled WFS Policy- Local Governance. This policy lays out the requirements and duties of the Local Workforce Development Board (LWDB) to include the responsibility of setting policy, providing direction and monitoring those activities. The second policy is labeled WFS Policy- One Stop System Design. This policy lays out the specifics on the roles of all partners within the AJC system, the coordination amongst partners, the One-Stop Operator's responsibility to manage staff and promote coordination, and the development of functional teams. The third policy is labeled WFS Policy- Co-enrollment and this policy lays out the process for enrolling participants into multiple programs. These policies, along with the development of a Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA) at the LWDB level amongst partners, ensures the coordination between core, required and community partners to provide the needed services in each Local Workforce Development Area (LWDA). The WFS policies can be located at https://www.tn.gov/workforce/general-resources/program-management/program-management-redirect/workforce-services-redirect/wioa-technical-assistance.html.

To address the handling of One-Stop partners' contributions the state has a policy labeled One-Stop Infrastructure Governor's Guidance and guidance developed on the creation of local IFAs and MOUs labeled MOU/One Stop Service Delivery and Infrastructure Funding Agreement. These policies can be located at https://www.tn.gov/workforce/general-resources/program-management/program-management-redirect/workforce-services-redirect/wioa-technical-assistance.html.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.
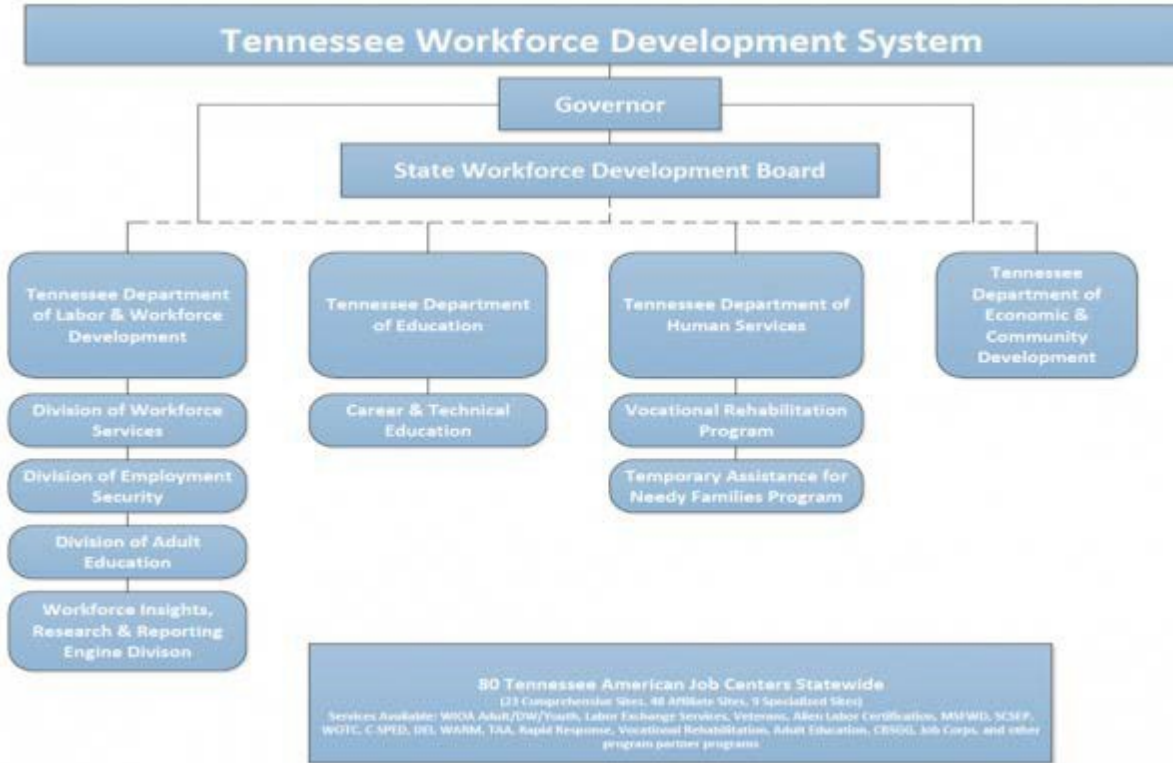
Figure 4 - Tennessee State Agency Organization

Division of Workforce Insights, Research and Reporting Engine (WIRED) – provides the labor market information statistics and data to help all the above divisions to make data driven decisions. The data includes the Workforce Information database (WID), State and Local industry and employment projections, Annual State Economic Analysis, Presentations, etc.

Under the oversight and direction of Governor Bill Lee, the Tennessee State Workforce Development Board is comprised of 32 members who carry out the state's workforce functions and activities in accordance with section 101 of WIOA. The activities within the Tennessee Workforce System cannot be carried out without the collaboration of multiple departments of the State of Tennessee including the Local Workforce Development areas.

State Workforce System Structure

State Board

TDLWD Central Office	Core Partner WIOA Titles I, II, III, IV + TANF

Chief Local Elected Official (CLEO)

Fiscal Agent	Local Board + CLEO	TDLWD Regional Directors

LWDA Executive Director/Staff to LWDB

- Firewall

One-Stop Operator

AJC Site Leads TDLWD	Partner Agency Leads

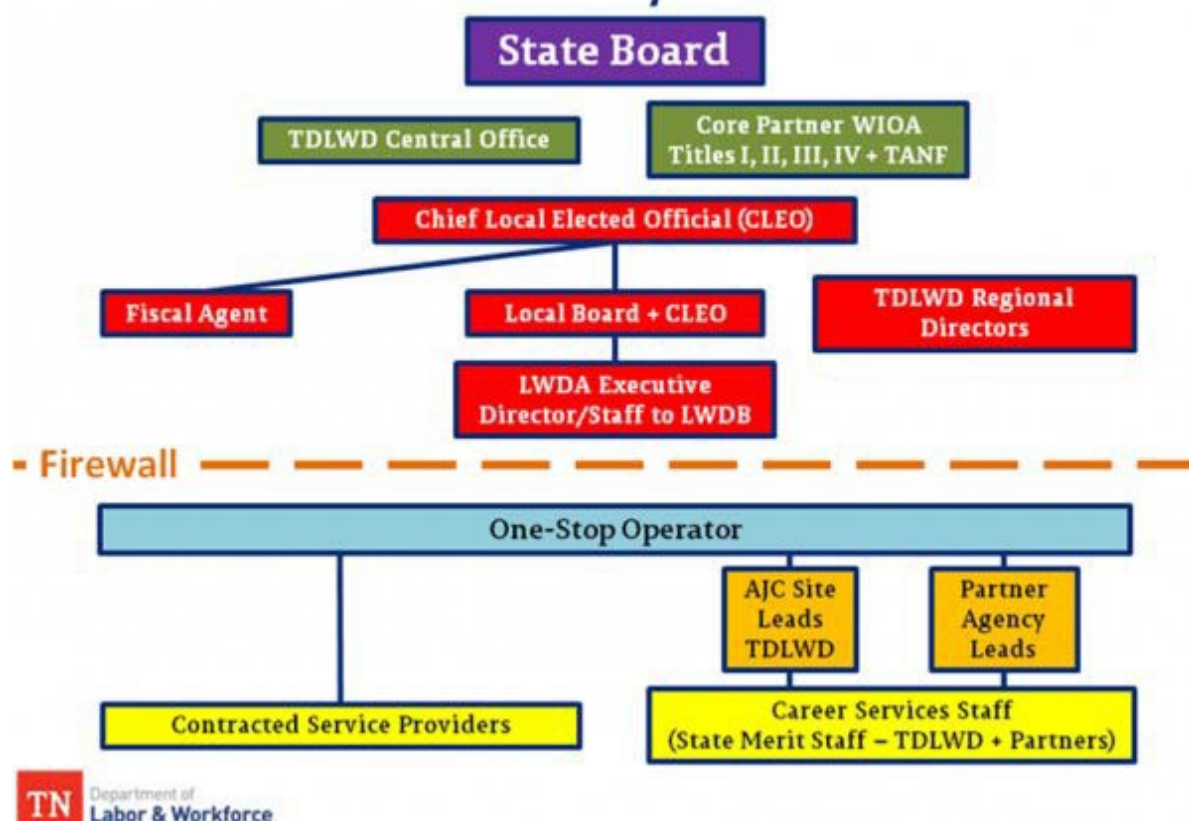| Contracted Service Providers	Career Services Staff (State Merit Staff – TDLWD + Partners)

TN Department of Labor & Workforce

Figure 5 - TN State Workforce Development System Structure

The Tennessee Department of Labor and Workforce Development (TDLWD) is authorized as the signatory entity designated to receive funds under WIOA. Within the context of WIOA, TDLWD administers services through the following:

- Division of Workforce Services - manages Title I and III funds as well as ensure workforce, job-training, and employment-related activities are provided in accordance to WIOA.

  o The Division of Workforce Services also provides oversight of programs and activities within the American Job Centers (AJC) which provides training and educational services as well as workforce development to Tennesseans across Tennessee. The AJCs have been positioned within their area to allow for physical and programmatic access to services and resources. In essence, the AJC is the face of the Tennessee Workforce System.

- Division of Employment Security - administers Tennessee's Unemployment Insurance program and collects, analyzes, and disseminates Tennessee's Labor Market Information.

- Division of Adult Education - manages the Title II, Adult Education, and Family Literacy Act program which delivers educational services to adults.

The Local Workforce System under the guidance of the State Workforce Board has formed its own structure which includes a Chief Elected Official, a Local Board, a fiscal agent, and TDLWD Regional Directors. One of the responsibilities of the State Workforce Board is guiding the local

workforce board through policy directives and overseeing the activities and services statewide. The role of the TDLWD central office (Workforce Service) staff along with the core partners is to assist the State Workforce Board. Staff support includes the development of policies, planning, evaluating program outcomes, monitoring the delivery system, allocating funds to the local areas, and the overall management of the workforce system.

The Chief Local Elected Official (CLEO) serves a crucial role on behalf of each unit of government in the workforce system because the CLEO is responsible for: selecting the local board; ensuring the local board is representative of the local area; being liable for the funding and the distribution of funds to the local area; designating the fiscal agent; and approving the budgets the area will use to operate the workforce system. Additionally, CLEO responsibilities include the developing the Memorandum of Understanding, overseeing the AJCs, and requesting the designation and certification of the Local Boards.

The Local Board is made up of selected individuals in the local area based on the criteria established in WIOA Section (107(c) (1). The Local Board along with the Chief Elected Official is responsible for the following activities: planning; procuring OSOs; selecting eligible service providers for training services; overseeing activities of the AJCs; developing local board policies; negotiating the local performance measures; and procuring youth service providers. If the Local Board is selected by the CLEO as the fiscal agent, the responsibility will extend to

The Fiscal Agent is an entity designated by the Chief Local Elected official (CLEO) and is responsible for the receipt, disbursement, accounting, auditing, monitoring, and reporting of all WIOA funds given by the TDLWD. The CLEO responsibility is to ensure that this agent has a clearly defined role and responsibility which are limited to accounting and funds management. The CLEO also has an understanding that the designation of a Fiscal Agent does not relieve the CLEO or Governor of liability for the misuse of grant funds.

TDLWD Regional Directors represent the TDLWD as a part of the board as required in (20 CFR 652.201). By representing the State on Local Boards, Regional Directors are responsible for regional level monitoring of activities with a strong emphasis on local public relations with the TDLWD. The Regional Directors must work in conjunction with LWDA/Local Board Executive Staff and also provide supervision of the AJC Site Leads.

B. STATE BOARD

Provide a description of the State Board, including—

Under the oversight and direction of Governor Bill Lee, the Tennessee State Workforce Development Board is comprised of 32 members who carry out the state's workforce functions and activities in accordance with section 101 of WIOA. The activities within the Tennessee Workforce System cannot be carried out without the collaboration of multiple departments of the State of Tennessee including the Local Workforce Development areas.

I. MEMBERSHIP ROSTER

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

	Board Member Name	Employer or Organization of Board Member	Special Requirement	Total % of Board	Board Numbers

	Board Member Name	Employer or Organization of Board Member	Special Requirement	Total % of Board	Board Numbers
	Governor		WIOA Section 101(b)(1)(A)		
1	Michael Hendrix	Tennessee State Government	**Governor's Designee**		**1**
	Representatives of Business		WIOA Section 101(b)(1)(C)(i)		
2	Natalie Alvarez	Solyco Capital	Business		1
3	Martha Axford	ABC Design, LLC	Business		1
4	Joe Baker	Ole Smokey Distillery	Business		
5	Tim Berry	Herschend Enterprises	Business		1
6	Lynda Botsch	Rocket City HR Consulting	Business		
7	Michelle Falcon	Aegis Sciences Corporation	Business		1
8	Ben Ferguson	Personnel Placements Holdings, Inc.	Business		1
9	Bill Godwin	BACAR Constructors, Inc.	Business		1
10	Marshall Graves	Stone Door Group	Business		1
11	J. Paul Jackson	Thor Boats	Business		1
12	Stuart Price	Lee Company	Business		1
13	Jason Schmitt	Old Time Pottery	Business		1
14	Ruste Via	Christian Family Medicine and Pediatrics	Business		1
15	Vacant		Business		
16	Vacant		Business		
			Business Total This must be	**52%**	**15**

	Board Member Name	Employer or Organization of Board Member	Special Requirement	Total % of Board	Board Numbers
			majority		
	Representatives of Workforce		WIOA Section 101(b)(1)(C)(ii)		
17	Jason Bates	Toyota Bodine Aluminum, Inc.	Apprenticeship/ Training		1
18	Billy Dycus	TN AFL-CIO/AFL-CIO	Organized Labor		1
19	Jeffrey Vance	Bridgestone	Organized Labor		1
20	Kevin Vaughn	FirePro LLC	Apprenticeship/ Training		1
21	Ronald Wade	HopeWorks	Community Based Organization		1
			Workforce Total This must be at least 20%	**21%**	**5**
	Representatives of State Legislature		WIOA Section 101(b)(1)(B)		
22	State Representative Clark Boyd	Tennessee State Government	State Representative		1
23	State Senator Paul Bailey	Tennessee State Government	State Representative		1
			State Legislature Total		**2**
	Representatives of Government		WIOA Section 101(b)(1)(C)(iii)		
24	Deniece Thomas	Tennessee Department of Labor and Workforce Development	Labor & Workforce Development Titles I and III	*State Agency Official/*	1

	Board Member Name	Employer or Organization of Board Member	Special Requirement	Total % of Board	Board Numbers
				Partner	
25	Jay Baker	Tennessee Department of Labor and Workforce Development	Adult Education Title II	*State Agency Official/ Partner*	1
26	Kevin R. Wright	Tennessee Department of Human Services	Vocational Rehabilitation Title IV	*State Agency Official/ Partner*	1
27	Stuart McWhorter	Tennessee Department of Economic and Community Development	Economic & Community Development	*State Agency Official/ Partner*	1
28	Lizette Reynolds	Tennessee Department of Education	Education (Perkins)	*State Agency Official/ Partner*	1
29	Clarence Carter	Tennessee Department of Human Services	Human Services (TANF and SNAP)	*State Agency Official/ Partner*	1
30	Mayor Tim Kelly	Chattanooga, TN	Chief Elected Official - City		1
31	Mayor Mike Pogreba	Humphreys County, TN	Chief Elected Official - County		1
			Government Total	**28%**	**8**
				Grand Total:	**32**

Table 22: Revised Tennessee State Workforce Development Board Membership Roster

Per feedback from the Federal Panel, our board roster has been revised to comply with the WIOA statute and regulations.

II. BOARD ACTIVITIES

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

As stated in (b) (3) (A), one of the responsibilities of the State Workforce Board is guiding the local workforce board through policy directives and overseeing statewide activities and services. The role of the TDLWD central office (Workforce Service) staff along with the core partners is to assist the State Workforce Board staff. Staff support includes the development of policies, planning, evaluating program outcomes, monitoring the delivery system, allocating funds to the local areas and the overall management of the workforce system.

As identified in Tennessee's bylaws the Board function is to:

- Identify the workforce development needs of the State, analyze and assess new federal policy and program initiatives, and make recommendations toward improving statewide policies, goals, and guidelines for the coordination of all workforce education, employment, and training programs;

- Review the provision of services and the use of funds and resources under applicable Federal workforce development programs and advise the Governor on methods of improving and coordinating the use of such funds and resources. Where necessary, the Board shall develop and implement appropriate State and local performance measures to ensure that such resources and funds are being used effectively;

- Make an annual report to the Governor which shall be a public document. It shall issue such other studies, reports, or documents as it deems advisable to assist in improving the delivery of workforce development services and in carrying out the purposes of the State Workforce Development System;

- Identify the employment and training and vocational education needs throughout the state; assess the extent to which employment and training, vocational education, rehabilitation services, economic development, temporary assistance for needy families, and other federal, state, and local programs and services represent a consistent, integrated, and coordinated approach to meeting such needs; and

- Review plans of all state agencies providing employment, training, and related services, and provide comments and recommendations to the Governor, the state legislature, the state agencies, and the appropriate federal agencies on the relevancy and effectiveness of employment and training, and related service delivery systems in the state.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

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

Performance reporting is led by the Tennessee Department of Labor and Workforce Development, Workforce Services Division and partner agencies regularly report progress on the core performance indicators identified in section 116(b) of WIOA. The quality and effectiveness of state partner programs are measured by their ability to meet or exceed their agency's target.

The Workforce Services Division and Workforce Insights Research and Reporting Engine (WIR²ED) divisions provide reports in Jobs4tn (integrated case management system) that enables co- enrollment across programs to the LWDA's that can be run prior to each quarterly PIRL submission. These reports include Title 1- Adult, Dislocated Worker, Youth, National Dislocated Worker Grant, Title 3- Wagner Peyser, JVSG, and TAA. Each local area reviews and monitors each of their area's performance outcomes. The divisions also track on spreadsheets the percent of target for each of the LWDA. These reports are to track whether the respective LWDA is meeting the 90% threshold. If an area is falling below a 90% of their respective negotiated target, this is coded yellow or red and the information is shared with Workforce Services' management.

Technical assistance is then provided from the respective program subject matter expert to the respective LWDA(s) in order to improve that specific outcome for the next quarter. In addition, each LWDA area provides monitoring throughout the year on active and exited cases. This allows the areas to find issues and make corrections to the data ensuring that we have quality data in our system. The department also continues to conduct our annual data validation process after the end of each program year as required in TEGL 7-18. Key performance indicators have been set for all partners so that we ensure we are serving participants from each barrier categories. We have hired an independent firm to conduct a process improvement analysis in order to improve the customer experience.

Additionally, each state VR agency is required to perform a comprehensive statewide needs assessment (CSNA) every three years. The CSNA is required as part of the Rehabilitation Act of 1973 as amended by the Workforce Innovation and Opportunities Act (WIOA). The CSNA serves as the basis for state plan goals, objectives, and strategies and is used as a tool for informing the public and enhancing community awareness about the VR program.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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

Performance reporting is led by the Tennessee Department of Labor and Workforce Development, Workforce Services Division and partner agencies regularly report progress on the core performance indicators identified in section 116(b) of WIOA. The quality and effectiveness of state partner programs are measured by their ability to meet or exceed their agency's target.

In addition to the programs that are assessed for quality, effectiveness, and need for improvement, the Workforce Services Division is continuing the process of developing State, regional and local performance measures (locally and regionally referred to as Key Performance Indicators or KPIs). These KPIs consist of measures including but not limited to new enrollments, co-enrollments, exits, as well as new classifications and span across the Governor's priorities in addition to the core and required partners under WIOA (Title I Adult, Dislocated Worker, and Youth; Adult Education, Wagner-Peyser, Vocational Rehabilitation, Senior Community Service Employment Program, Reemployment and Eligibility Assessments, Trade Adjustment Assistance, Temporary Assistance for Needy Families, Youthbuild, Supplemental Nutrition Assistance Program Employment and Training, Jobs for Veterans State Grants, Migrant and Seasonal Farm Workers, Reentry, and Distressed Counties). Progress towards achieving these negotiated targets, now in its pilot year, is reported to our State Workforce Development Board on a quarterly basis. These KPIs are analyzed for best practices and areas for

improvement with the goal of increasing the impact of Tennessee's public workforce system in order to make Tennessee "the best public workforce system in the nation."   Areas of needed improvement are addressed by respective subject matter experts through review of these KPIs by program, then technical assistance is provided with all partners involved with the respective KPIs. (Please refer to the following KPI Enrollments November 2019 for example.)
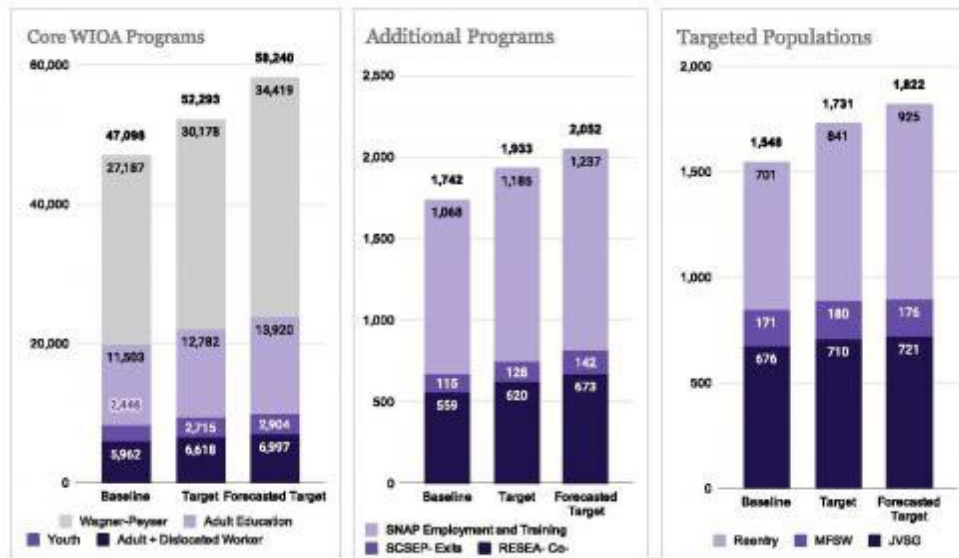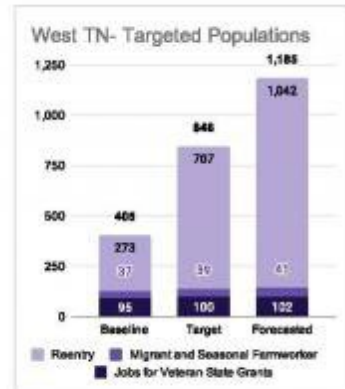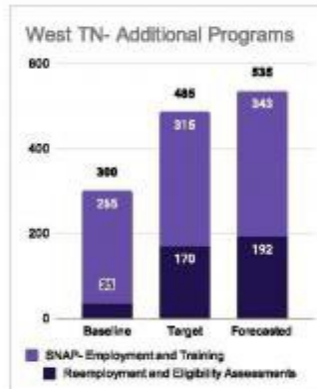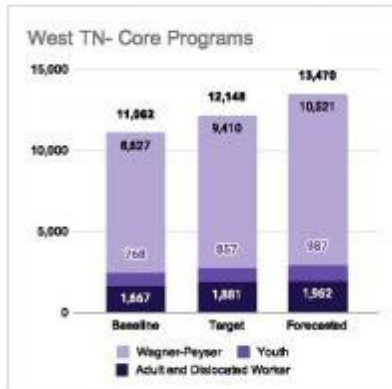
Core Programs	Target	Baseline	Forecasted Target	Measure	Geography	Historical Trend
WIOA Title I- Adult and Dislocated Worker	6,618	5,962	6,997	New Enrollment	Region	↓
Youth	2,715	2,446	2,904	New Enrollment	Region	—
WIOA Title II- Adult Education	12,782	11,503	13,920	New Enrollment	Provider	↓
WIOA Title III- Wagner-Peyser	30,178	27,187	34,419	New Enrollment	Region	↓
WIOA Title IV- Vocational Rehabilitation	X	5,298	X	X	X	↓

Additional Programs	Target	Baseline	Forecasted Target	Measure	Geography	Historical Trend
Reemployment and Eligibility Assessments	738	559	819	Co-Enrollment	Region	↓
Senior Community Service Employment Program	128	115	142	Exits	Provider	↓
SNAP- Employment and Training	1,499	1,350	1,581	New Enrollment	Region	↑
Trade Adjustment Assistance	34.8%	19.6%	50.0%	Co-Enrollment w/ Title I	LWDA	—
Temporary Assistance for Needy Families- Families First	X	X	X	X	X	X
Youthbuild	X	X	X	X	X	X

Targeted Populations	Target	Baseline	Forecasted Target	Measure	Geography	Historical Trend
Distressed Counties	X	X	X	X	X	X
Jobs for Veteran State Grants	710	676	721	New Enrollment	Region	↑
Migrant and Seasonal Farmworker	180	171	176	New Enrollment	Region	↓
Reentry	2,000	701	3,000	New Enrollment	Region	↑

III. Operational Planning Elements 40

West TN- Core Programs

15,000 — 13,470
12,148 — 10,521
11,962 — 9,410
8,627

5,000

768 — 857 — 987
1,667 — 1,881 — 1,962

Baseline — Target — Forecasted

Wagner-Peyser — Youth — Adult and Dislocated Worker

West TN- Additional Programs

800 — 535
485 — 343
315
300 — 255
200 — 170 — 192
23

Baseline — Target — Forecasted

SNAP- Employment and Training — Reemployment and Eligibility Assessments

West TN- Targeted Populations

1,250 — 1,185
1,042
1,000 — 848
750 — 707
500 — 405
273
250 — 37 — 39 — 41
95 — 100 — 102

Baseline — Target — Forecasted

Reentry — Migrant and Seasonal Farmworker — Jobs for Veteran State Grants

Core Programs	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Adult and Dislocated Worker	1,667	1,881	1,962	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	—
Youth	768	857	987	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	↓
Adult Education	NA	NA	NA	NA	Provider Specific	↓
Wagner-Peyser	8,627	9,410	10,521	New Enrollment	Regional Baseline + (State Increase x proportion of working poor)	↓
Vocational Rehabilitation	1,416	X	X	X	X	↑

Additional Programs	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Reemployment and Eligibility Assessments	35	170	192	Co-Enrollment	State Target x Proportion of UI Claimants Selected	↓
Senior Community Service Employment Program	NA	NA	NA	NA	Provider Specific	NA
SNAP- Employment and Training	265	315	343	New Enrollment	Relative SNAP Participants	↑
Trade Adjustment Assistance	X	35.0%	90.0%	Co-Enrollment w/ Title I	Federal Mandate	—
Temporary Assistance for Needy Families- Families First	X	X	X	X	X	X
Youthbuild	X	X	X	X	X	X

Targeted Populations	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Distressed Counties	X	X	X	X	X	X
Jobs for Veteran State Grants	95	100	102	New Enrollment	Regional Baseline + (State increase x proportion of staff)	↑
Migrant and Seasonal Farmworker	37	39	41	New Enrollment	Regional Baseline + (Regional Baseline x State targeted growth rate)	↑
Reentry	273	707	1,042	New Enrollment	Regional Baseline + (State Increase x Relative Potential to Serve)	↑
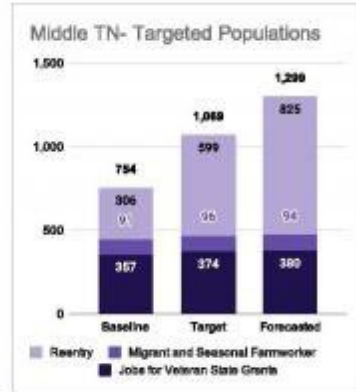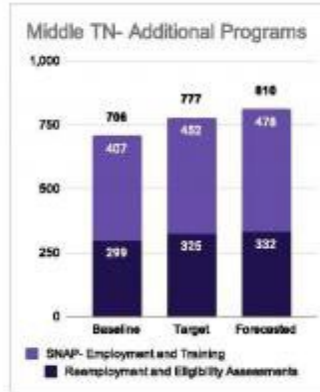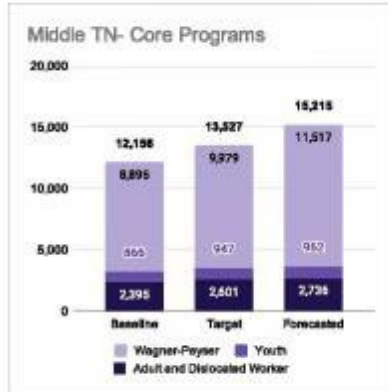
III. Operational Planning Elements 41

Middle TN- Core Programs

Middle TN- Additional Programs

Middle TN- Targeted Populations

Core Programs	Baseline	Target	Forecasted Target	Measure	Methdology	Historical Trend
Adult and Dislocated Worker	2,395	2,601	2,736	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	↓
Youth	866	947	962	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	↑
Adult Education	NA	NA	NA	NA	Provider Specific	↓
Wagner-Peyser	8,895	9,979	11,517	New Enrollment	Regional Baseline + (State Increase x proportion of working poor)	↓
Vocational Rehabilitation	2,124	X	X	X	X	↑

Additional Programs	Baseline	Target	Forecasted Target	Measure	Methdology	Historical Trend
Reemployment and Eligibility Assessments	299	325	332	Co-Enrollment	Regional Baseline + (11% increase x Proportion of UI Claimants Selected)	↓
Senior Community Service Employment Program	NA	NA	NA	NA	Provider Specific	NA
SNAP- Employment and Training	407	452	478	New Enrollment	Relative SNAP Participants	↑
Trade Adjustment Assistance	X	35.0%	50.0%	Co-Enrollment w/ Title I	Federal Mandate	—
Temporary Assistance for Needy Families- Families First	X	X	X	X	X	X
Youthbuild	X	X	X	X	X	X

Targeted Populations	Baseline	Target	Forecasted Target	Measure	Methdology	Historical Trend
Distressed Counties	X	X	X	X	X	X
Jobs for Veteran State Grants	357	374	380	New Enrollment	Regional Baseline + (State Increase x proportion of staff)	↑
Migrant and Seasonal Farmworker	91	96	94	New Enrollment	Regional Baseline + (Regional Baseline x State targeted growth rate)	↓
Reentry	306	599	825	New Enrollment	Regional Baseline + (State Increase x Relative Potential to Serve)	↑

III. Operational Planning Elements 42

East TN- Core Programs · East TN- Additional Programs · East TN- Targeted Populations

Core Programs	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Adult and Dislocated Worker	1,901	2,141	2,300	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	—
Youth	812	911	954	New Enrollment	Regional Baseline + (State Increase x proportion of allocation)	↑
Adult Education	NA	NA	NA	NA	Provider Specific	↓
Wagner-Peyser	9,665	10,788	12,381	New Enrollment	Regional Baseline + (State Increase x proportion of working poor)	↓
Vocational Rehabilitation	2,050	X	X	X	X	—

Additional Programs	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Reemployment and Eligibility Assessments	225	244	281	Co-Enrollment	Regional Baseline + (11% Increase x Proportion of UI Claimants Selected)	↓
Senior Community Service Employment Program	NA	NA	NA	NA	Provider Specific	NA
SNAP- Employment and Training	678	731	761	New Enrollment	Relative SNAP Participants	↑
Trade Adjustment Assistance	X	35.0%	50.0%	Co-Enrollment w/ Title I	Federal Mandate	—
Temporary Assistance for Needy Families- Families First	X	X	X	X	X	X
Youthbuild	X	X	X	X	X	X

Targeted Populations	Baseline	Target	Forecasted Target	Measure	Methodology	Historical Trend
Distressed Counties	X	X	X	X	X	X
Jobs for Veteran State Grants	225	236	240	New Enrollment	Regional Baseline + (State Increase x proportion of staff)	↑
Migrant and Seasonal Farmworker	43	45	40	New Enrollment	Regional Baseline + (Regional Baseline x State targeted growth rate)	↓
Reentry	122	694	1,134	New Enrollment	Regional Baseline + (State Increase x Relative Potential to Serve)	↑

The State Workforce Development Board's (SWDB) Certification Standards established and communicated clear expectations and minimum requirements for American Job Centers (AJC). They measure the effectiveness of system management and services to job seekers and employers and is one of the ways that core, mandatory and non-traditional partner programs

III. Operational Planning Elements 43

are assessed each year. As required by WIOA, the State initiated the evaluation process in 2017 and the Local Workforce Development Boards (LWDB) will re-evaluate every three years thereafter.

As an extension of the evaluation process, the SWDB has recently begun its Board Excellence Certification Program. This program is an integrated system of assessment, feedback, and professional development and is designed to foster and sustain high performing workforce development boards and facilitate effectiveness and innovation in meeting their obligations and leading into the future. Boards that achieve Board Excellence Certification serve as role models of improvement, innovation, and excellence for the rest of the workforce organization.

What is the benefit of the Board Excellence Certification Program?
Achieving Board Excellence Certification acknowledges reliable approaches that lead to many areas of value:
• Creates systematic processes & identifies essential skills.

• Demonstrates credibility & commitment to excellence.

• Ensures legal responsibilities of the boards are integrated into board operations.

• Promotes accountability.

• Recognizes competence and expertise.

• Prepares board for possible new grant funding opportunities.

What is the Board Excellence Certification Program?
The Program foundation is a set of Elements of Certification that serve as the body of knowledge based on the Baldrige Framework for Excellence criteria and the Workforce Innovation and Opportunity Act (P.L. 113-128). The Elements of Certification address board operations and responsibilities in these key areas:
• Board structure, roles, relationships*

• Board and board member responsibilities*

• Governance system**

• Strategic Insight**

• Performance Management**

• Customer & Partner Engagement**

*Source: Board bylaws, charter, WIOA requirements
*Source: Baldrige Framework for Performance Excellence

The Elements of Certification serve as the body of knowledge for high performing boards. For each element, there are Standards. These Standards are specific to each Element of Certification and identify actions critical to achievement of certification elements. They serve as the basis for the assessment of board performance.

For each Standard, there are incremental Levels of Competence to be demonstrated. These Levels of Competence range from having a process in place, following the process consistently, evaluation the process for effectiveness, to demonstrating the process is effective via measurable results. The Levels of Competence serve as the basis for feedback to the Board that identifies areas of strength, and opportunities for improvement and professional development.

A designation of overall Level of Achievement is determined, taking into account all elements, standards, and levels of competence. There are three Levels of Achievement:

- Compliant: Practices are in place, accessible, and known by those responsible for their execution.

- Competent: Practices are systematic and consistently followed. Practices are often reviewed, and some indicators or measures are identified.

- Role Model: Practices are evaluated for effectiveness. Practices are determined to be effective.

How does the Board Excellence Certification Program work?
1. Certification examiners review information supplied by board and WSD that demonstrates competence based on Standards.

2. Certification examiners prepare the Certification Assessment Report, including proposed levels of achievement for each Element.

3. Certification review team recommends Certification Level and approves assessment report.

4. The board celebrates Certification Level, analyzes reports, and identifies priorities for improvement.

Additionally, each state VR agency is required to perform a comprehensive statewide needs assessment (CSNA) every three years. The CSNA is required as part of the Rehabilitation Act of 1973 as amended by the Workforce Innovation and Opportunities Act (WIOA). The CSNA serves as the basis for state plan goals, objectives, and strategies and is used as a tool for informing the public and enhancing community awareness about the VR program.

C. PREVIOUS ASSESSMENT RESULTS

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

The realignment of the LWDAs in 2018 strengthened the workforce system to further align the education, workforce, and economic development sectors. Since the realignment in 2018, additional statewide agencies have aligned to the economic job base camps, established under our previous Governor, which provides more opportunity to regionalize economic and workforce development activities and optimize opportunities for sharing and leveraging resources in the areas of education and workforce development partnerships. This realignment was a pivotal strategy for implementing sector partnerships and building a foundation for strengthening the workforce system to engage partners.

The State Workforce Development Board conducted an assessment through the assistance of a third party to determine the effectiveness of overall programs in the One-Stop centers. This assessment focused on several areas of leading practices in the state that focused on alignment, administration, contract management and strong policy adherence, to include One-Stop Operator and Career Service Provider procurement. In addition, the assessment addressed

overall strategy, roles and responsibilities, organizational structures, LWDB performance, etc., to include the need for improvements to the workforce system. Copies of these assessment reports are available at the following website: https://www.tn.gov/workforce/lwda-assessment

In order to assist in the development of new strategies to support system effectiveness, the SWDB is supporting a second phase of system transformation which began early in 2020 and will conclude the first part of 2021. This assessment is focused on strengthening organizational structures, improved strategic planning, local board development, process design and deployment, and additional technology improvements. To support the transformation journey ahead, a Transformation Management Office has been established to 1) better understand needs and challenges across the state; 2) develop a plan to address those issues through key initiatives and programs; 3) oversee execution activities and ensure that intended outcomes are achieved; 4) ensure we work together as a system to deliver the best value to our customers; and 5) drive continuous evolution and optimization. The Transformation Management Office which includes leaders across the state (SWDB members, LWDB chairs and executive directors, state workforce development staff, program subject matter experts) primary initiatives include improved customer experience, leadership/board development, strategic plan reviews, process review and redesign, and technology improvements. This TMO will be a long term initiative to support the aforementioned goals and objectives to support system effectiveness.

The Tennessee Department of Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program conducts ongoing review and analysis of the quarterly performance data submitted for the Tennessee Workforce Dashboard. The VR Services Program can identify trends and compare with partner agencies on specific core performance measures. Through the review of this data, VR identifies opportunities for improvement and works to implement program and policy changes.

D. EVALUATION

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

Since 2018 State Plan Modifications, the State conducted an assessment in 2019 on the overall effectiveness of the workforce development system by utilizing a third-party contractor. This entity completed the statewide evaluation of the workforce system organizational structure, and also the operating model's ability to support efficient processes and internal controls. The assessment encompassed 1) highlighted strengths and weaknesses of the current organization structure; 2) review of roles and responsibilities for proper role alignment; 3) provided recommendations regarding operational policies and procedures; 4) assessment of current risk/control/performance monitoring capabilities with areas of improvement identified; 5) review of internal control design and assessment of operating effectiveness of key controls; and 6) review of current data entry and reporting process to identify opportunities to implement automation. Observations and recommendations were made regarding the above referenced processes and internal controls for all nine Local Workforce Development Areas (LWDAs), as well for the state. As a result of this evaluation, follow up discussions have identified crucial

improvements and strategies needed in the existing workforce structure to effectively and efficiently support the Governor's workforce initiatives for Tennessee.

To further evaluate and improve the system; the State will be utilizing the same third-party contractor to follow-up on the previous assessment and focus on the following key six areas.

1) Organizational structure analysis - Contractor will assist State in implementing recommendations related to governance and process, including (a) performing a detailed quantitative analysis of the various Local Workforce Development Area (LWDA) organizational structures, which also includes analyzing the benefits and drawbacks associated with each structure, (b) developing key metrics to analyze administrative and provider costs, and (c) reviewing board staff makeup and provider costs; Contractor will analyze the benefits of structuring all LWDAs in the same manner;

2) Strategic plan process review - Contractor will work with one LWDA (as chosen by the State) to assist the local area with implementing recommendations related to the area's strategic plan; Contractor will assist the LWDAs in documenting their processes, including stakeholder involvement and ongoing monitoring, and the development of key metrics to measure outcomes; Contractor will work with the LWDA to create a roadmap to achieve desired strategic outcomes;

3) Board development - Contractor will design a leadership development program to offer to Local Workforce Development Boards; Contractor will conduct two learning sessions;

4) Process design and deployment - Contractor will document 4-6 future state processes; Deploy processes at 1-2 local areas; Customer experience pilot - Contractor will work with all LWDAs to perform a customer experience journey map at local AJCs - Contractor will develop persona matrices for LWDAs; Contractor will work with State to develop Customer Journey Rollout plan;

5) Technology improvements - Contractor will work with State to identify and document leading practices for the VOS system; Contractor will review use of Grants4TN and develop design requirements for replacement system.

Additional assessment of the workforce system will continue to take place through Quarterly and Annual monitoring of the LWDAs to include feedback from leadership from each of the 9 LWDAs. Those monitoring reviews will allow the State to determine the capacity of each LWDA and provide opportunities to determine their current service level and areas that will need improvement. Evaluation of specific programs will also take place such as an official evaluation of the Re-Employment Services and Eligibility Assessment (RESEA) program per UIPL 07-19. The State will be utilizing a third-party contractor to evaluate the effectiveness of the RESEA program to include considering new ideas such as the utilization of self-scheduling, the mobile American Job Center (AJC), and video technology (i.e. Skype).

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

A. FOR TITLE I PROGRAMS

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

TN Allocation Formula for WIOA Youth, Adult and Dislocated Worker Programs

WIOA Youth Activities in Accordance with WIOA Section 128(B)(2) or (B)(3)

Formula:
- 1/3: Local area relative share of total unemployed in areas of substantial unemployment (ASU) (average 12 months ending 6/30)
- 1/3: Local area relative share of excess unemployed (average 12 months ending 6/30)
- 1/3: Local area relative share of disadvantaged youth. A youth aged 16-21 whose income, or whose family income was below the poverty level or below 70% of the poverty lower living standard. (American Community Survey 2016-2020)

WIOA Adult Activities in Accordance with WIOA Section 133(B)(2) or (B)(3)
Formula:
- Same as Youth Activities, except formula uses disadvantaged ADULTS instead of YOUTH. An adult aged 22-72 whose income, or whose family income was below the poverty level or below 70% of the poverty lower living standard.

WIOA Dislocated Workers in Accordance with WIOA Section 133 (B)(2) and Based on Data and Weights Assigned
Formula:
Funds to local areas must be allocated based on a formula created by the Governor using the following 6 data factors:
- Insured unemployment data; 33%
- Unemployment concentrations; 33%
- Plant closing and mass layoff data; 3%
- Declining industries data; 14%
- Long-term unemployment data; 17%

For further details regarding the TDLWD's methods and factors used to distribute Title I funds to local areas, please refer to Workforce Services Policy - Title I Formula Allocation Methodology located on TDLWD technical assistance web page at TN.gov/workforce.

LWDA	Youth	Adult	Dislocated Worker	TOTAL
NE	$826,025.29	$832,931.93	$599,656.62	$2,258,613.84
ET	$1,698,466.60	$1,680,959.44	$1,705,087.60	$5,084,513.64
SE	$1,062,118.13	$1,011,275.55	$1,246,882.69	$3,320,276.37
SM	$669,851.09	$696,764.42	$702,713.47	$2,069,328.98
UC	$563,813.57	$581,607.51	$430,209.64	$1,575,630.71
NM	$2,510,336.98	$2,414,840.44	$2,914,669.11	$7,839,846.53
SW	$514,724.81	$520,076.02	$356,251.49	$1,391,052.31
NW	$531,546.34	$538,968.22	$379,128.59	$1,449,643.15
GM	$3,640,902.19	$3,498,148.47	$2,251,702.79	$9,390,753.46
TOTAL	**$12,017,785.00**	**$11,775,572.00**	**$10,586,302.00**	**$34,379,659.00**
Regional PY 2023-2024 Allocations				
East	$3,586,610.02	$3,525,166.92	$3,551,626.91	$10,663,403.85
Middle	$3,744,001.64	$3,693,212.37	$4,047,592.22	$11,484,806.23
West	$4,687,173.34	$4,557,192.71	$2,987,082.87	$12,231,448.92

Program Year (PY) 2023 WIOA Title I Adult, Dislocated Worker and Youth Activities Program Allotments

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

Adult Education will establish a competition through a request for proposal (RFP) process. The competition will be for multi-year Adult Education grant awards— July 1, 2020 – June 30, 2023— for the first multi-year grant period and continue with this approach for subsequent years. This competition and RFP will encompass all the types of Adult Education funding: Adult Basic Education (ABE) / Adult Secondary Education (ASE), corrections education, and the Integrated English Literacy and Civics Education (IELCE). The RFP process will require interested parties to provide an intent to apply document that notifies the Division of Adult Education (Division) of why the applicant desires the Title II funds and establish demonstrated effectiveness.

Before an organization is able to write for the RFP they must first be approved via the intent to apply document, which will require parties to provide data on how they have effectively served students. Data will be required on six competencies: three "academic" and three "outcomes".

Concerning the three "academic" competencies: When providing "demonstrated effectiveness" data, applicants must provide data on literacy, mathematics, and English language acquisition results. To be considered as having demonstrated effectiveness, an applicant must provide non-zero data in the academic competencies related to the services they plan to provide. That is, if an applicant only plans to provide basic reading/writing/math services to native English speakers, then it is possible they do not provide English language acquisition data. If an applicant plans to serve only ESL students or is writing only for the IELCE grant, it is possible that they do not provide literacy or mathematics data.

Concerning the three "outcomes" competencies: When providing "demonstrated effectiveness" data, applicants must provide non-zero data in at least one of the three competencies in order to be considered as having demonstrated effectiveness. These three competencies are: Employment, Secondary School Diploma or Equivalent, and Transition to Postsecondary Education or Training.

Data will need to reflect progress of students making educational progress, and the progress must be sufficiently supported by documentation. Based on the clarity and integrity of the data and whether the threshold established by the Division is met, parties will be approved or denied. Parties will be able to apply for the RFP if demonstrated effectiveness is established through the intent to apply process.

Parties approved to apply will return applications to the Division for grading. Grading will follow procurement processes of Tennessee, and will be done with a mix of graders, some within the Department of Labor and Workforce Development and some with external agencies. Based on the scoring process, entities that meet the requirements established by the law and the Division, parties will be awarded a grant contract to offer adult education services in specified delivery areas.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

Opportunities for funding will be posted utilizing different media outlets including the internet, General Services posting services, email notification, and word of mouth. The RFP information will be available to all those interested in applying for grant funding, including transcripts of questions and answers. All information will be available despite the method of posting or communication. The information will remain static in all modes of communication, and will not add or take away from the integrity of the RFP information.

The Division will have RFP opportunities posted on the Department's website, allowing access to RFP documents to any party accessing website.

Notification of the RFP opportunity will also be sent out to organizations that operate in the educational sphere and local officials in order to spur interests in the program. This communication will also help with word of mouth notification of the funding opportunity.

The process outlined above is the same process used for announcing Adult Education grant opportunities and application procedures to all eligible agencies in the state. The Division ensures that this process is public and statewide in scope; this ensures that the same procedure is followed for all interested, eligible parties.

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program is a combined state agency.

1. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

Tennessee's web-based Virtual One-Stop System (VOS) is the most advanced and comprehensive statewide workforce development information and reporting system available today. Using a set of core proprietary software components created by Geographic Solutions Inc., the department and its partners have modernized and integrated workforce services into a single computing platform referred to as Jobs4TN.

The Jobs4TN system is modular in design and new or existing web components can be easily added or modified. For example, the system incorporates robust modules for:

Job Seeker and Employer Self Service

- Title I (Adult, Dislocated Worker, Youth)

- Title II (Adult Education)

- Title III (Wagner- Peyser)

- Trade Adjustment Assistance

- SNAP Employment and Training

- Reemployment Services and Eligibility Assessment Case Management Modules

- Unemployment Insurance Module

- Virtual Recruiter for Employers

- Labor Market Information including Labor Force Information by County, Region, and Statistical Area

- Tennessee Training Providers with Demand Occupations

- Adult Education Module

- WARN/ Rapid Response to Layoff Module

- Apprentice tracking Module (coming spring 2020)

The system also creates and deploys expansive, workforce administrator and manager tools and virtual functionalities such as:

Accountability and Dashboard Modules for Management

- Fund Management Tracking and Reporting

- Managed Employment Services

- Statewide Case Management

- Follow-Up and Outcomes Tracking

VOS also enhances user practical knowledge by making available state-of-the-art, online assessments, as well as outcome tracking of Aptitude and Basic Skills tests, which are easily recorded for search and viewing by authorized staff and employers. Paperless case management, source document management and data validation features position the department and contractor staff for further deployment of business efficiencies through managed upgrades and modifications to the system. The system produces all the quarterly and annual federal reports. VOS is a robust web-based computing system with strengths in ease for its end users. The system also allows for scalable interfaces with other agencies in state government which will further align data systems.

The State is aware that Section 116(i)(1) of WIOA requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Financial systems across the State meet the requirements set forth in the Uniform Administrative Requirements (2CFR § 200.302). In recognizing the need to continuously improve upon the accounting systems and reporting capabilities from LWDAs statewide, the Division of Workforces Services of the Tennessee Department of Labor and Workforce Development will look to implement an electronic Grants Management System (GMS). The grants management system project will utilize Software as a Service (SaaS) delivering the relevant applications over the Internet. The application will be a full lifecycle grants-management system that is web-based and configurable to a specific client's needs. The integration of the grants management system will assist greatly in the following:

- providing continuous improvement in operational efficiency;

- providing a single system capable of supporting a full range of programs and services

with limited customization required to roll-out future programs;

- increasing visibility and providing actionable data to staff; and

- increasing productivity and faster response time due to streamlined processes.

Being tightly aligned with the Governor's fiscal priority to make State government more customer-focused, efficient and effective, GMS allows for enhanced service delivery by enabling automated workflows, tracking of grant funding, expenditure reporting, procurement, and inventory/asset management.

The department's web-based Virtual One-Stop System (VOS) is the most advanced and comprehensive statewide workforce development information and reporting system available today. Using a set of core proprietary software components created by Geographic Solutions Inc., the department and its partners have modernized and integrated workforce services into a single computing platform referred to as Jobs4TN. Working from the WIOA statutes, we have moved forward with establishing needed data points in our systems and continually work with our vendor to collect required data as the reporting requirements continually change.

VOS is a robust web-based computing system with strengths in ease of use and in its potential for future partnerships with internal units such as Unemployment Insurance, Adult Education, and potentially scalable interfaces with other agencies in state government.

Reporting across the six core programs will be led by the Tennessee Department of Labor and Workforce Development, Workforce Services Division. This combined plan outlines reporting under the common measures for all core partners. Extract file creation and the processes needed for submittal of WIOA reports for Titles I and III already are in place. The partnership existing between Titles I and IV has identified the accountability requirements and data infrastructure of the Title IV program reporting, with the objective of having rehabilitation services extraction files mostly ready for upload in the first quarter of WIOA reporting under the common measures. However, we reserve the right to modify these data collection and reporting plans based on future publications of final rules or changes in reporting requirements.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program is in the process of implementing a new case management system called Aware, scheduled to go-live in June 2021. The new system will offer the opportunity to create interfaces with core program partners to maximize the efficient exchange of necessary data elements. VR has a data sharing agreement already in place with DOL to access the Wage Record Interchange System.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

Tennessee has adopted a Virtual One Stop Data Collection system (VOS) referred to as Jobs4TN that provides an integrated solution for all federal workforce programs in the AJCs. This virtual recruitment tool allows employers to browse the profiles of prospective candidates or post job openings. Through this online portal, a company can search for résumés or receive notices for submitted résumés that best match the criteria of the job post. Employers can even specify how

often they would like to receive updates concerning submissions (e.g. once a day, once a week, etc.).

The development and implementation of this technology-based data and case management system has transformed the way information is collected and shared across programs. The system fully integrates Adults, Dislocated Workers, Youth, Veterans, Wagner- Peyser, SNAP E& T, TAA, RESEA, labor market information, Adult Education and Unemployment Insurance programs under one system. The system uses a common intake or registration section which prepopulates information for participants when applying for other programs in the jobs4tn system. This has saved the state time and resources cutting down on the duplication of data entry. Also with Tennessee expanding the apprenticeship programs throughout the state the department will be working on the build out of the apprenticeship reporting module which is scheduled to be implemented in winter of 2020.

The addition of the Adult Education program (July 1, 2017) and interfacing of Vocational Rehabilitation services (date TBD) in the near future will establish a more integrated and seamless system for data and program information management. Tennessee has worked diligently to build on the Governor's launch of Jobs4TN.gov; improvements include the addition of modules and components to move to a real-time system of data collection, allowing identification of trends and quicker response to the customers being served. The public Workforce System is well served to encourage both job seekers and business to utilize the resources provided within Jobs4TN.gov. This trend has been strong over the last several years as more customers use technology to seek employment; Tennessee is well positioned through this platform to quickly identify, respond to, and enhance the customer's experience engaging in job searches and training. As such, the strategy for data integration was to build a central data warehouse which will be used for a common intake of the participant's individual record that could be pulled as needed by each core partner as soon as all the core partners are on board resulting in participant data access for each core partner staff.

Tennessee also plans to interface with other partners which will establish an even more integrated and seamless system for data and program information management. Tennessee has worked to build a system with real-time data collection, allowing identification of trends and quicker response to the customers being served. The public Workforce System is well served to encourage both job seekers and business to utilize the resources provided within Jobs4TN.gov. This trend has been strong over the last several years as more customers use technology to seek employment; Tennessee is well positioned through this platform to quickly identify, respond to, and enhance the customer's experience engaging in job searches and training.

Tennessee continues to look at ways different technologies that can be used to integrate systems to enhance the customer experience. The department has launched a system called Workforce One-Touch. The system is a customer service ticketing system which takes all kinds of requests such as emails, phone calls and work tickets to create a customer profile for each customer. This system allows TDLWD to store all support questions and requests in one place for staff assistance and reference. Within assigned groups or divisions in the system, staff can quickly respond to businesses and customer requests for assistance or easily assign the request to the appropriate staff member. The ease in sharing such requests allows the Department to render quicker, better customer service. It also provides a record of progress for various communications to increase collaboration and streamline all responses. This system provides

customer service and satisfaction metrics that create workflow improvements and increase efficiencies across the department. In addition to coordinated request responses, Zendesk also includes a live-chat feature which provides the following benefits:

- Proactive engagement -initiate a chat with a customer who may need help

- Customer convenience -chat is a fast way to provide customer service in real time

- Agent productivity -reach more customers by easily managing multiple chats

Zendesk Chat also offers helpful features including:

- Automatic chat triggers that message visitors on specific pages of the Department's website.

- Agent-to-agent chat for team collaboration in real time

- Automatic translations of chat conversations

- Shortcuts that speed up chat conversations

- The ability to route chats to specialists

The Department of Labor and Workforce Development is now able to leverage these systems to conduct proactive outreach. Through a statewide outreach program known as the Virtual American Job Center, agents are able to identify and engage with job seekers to provide a channel of direct personal contact to a career specialist in the user's local area. It is with this technology that our department is assisting to meet the Governor's rural initiative.

In order to have the most efficient and effective workforce system the department transitioned to paperless record keeping by using an electronic document imaging and storage system. TDLWD elected to utilize electronic documents and requires electronic verification of eligibility requirements. Electronic records allow for remote auditing and organized files. Jobs4TN allows internal and external access to provide service partners the means to efficiently administer services to their participants. The Jobs4TN system eliminates the need for paper applications for registration and ensures that all Local Workforce Development Boards (LWDBs) are using identical criteria to determine participant eligibility. Customers will receive the same high-quality, efficient service regardless of the local area in which they reside. In order to case manage participants; LWDBs and the American Job Center (AJC) System are using Jobs4TN to:

- Create participant applications

- Record provided services

- Upload supporting documentation to verify eligibility

- Provide case notes regarding interactions with participants

- Deliver labor market information

As stated above three of the core partners have adopted Jobs4TN as their management data collection system to support the workforce development activities. The Integrated data system is used to develop a streamlined universal intake and assessment process to align the service

delivery and track participation across all programs. Each partner agency will be able to conduct analysis, evaluate data, engage service providers and prepare data for internal and state uses, as well as meet its unique reporting requirements for their corresponding federal agencies. In addition, to ensure the One-Stop Service Delivery system operates effectively, parties to the MOU are required to provide performance information from Jobs4TN that supports the achievement of performance goals. Data must be consistent with the requirements of the law. All parties must agree to work cooperatively, to share data to the extent necessary - and as permitted or required -by applicable statute or regulation, and enter into data sharing agreements as required in Jobs4TN. All mandatory Partners must agree to meet data collection and reporting needs of WIOA via utilization of Jobs4TN. Collection of data in Jobs4TN includes the addition of activities to participants' files to ensure that all services to participants are documented, as well as the use of VOS Greeter to track the number of participants using the AJCs.

Each agency's case management system could then build upon the common data program specific information. The data from these case management systems necessary for reporting would then be merged and matched for analysis, evaluation, and reporting on the WIOA program as a whole.

In addition, to ensure the One-Stop Service Delivery system operates effectively, parties to the MOU are required to provide performance information from Jobs4TN that supports the achievement of performance goals.

The Tennessee Department Human Services (TDHS) is in a period of transformation, moving toward a more integrated service delivery model referred to as "One DHS" that is focused on modernization efforts agency-wide that will dramatically impact that way that human services are delivered and received by Tennesseans. Agency-wide, DHS is striving to improve customer interaction, making it less bureaucratic and more customer-friendly, efficient, and effective. While these modernization efforts come with enhanced technology to help create a more efficient service delivery model overall, the driving force behind the initiatives taking place is to ensure that the customer we are serving is at the center of any and all improvements being made.

While all of the aforementioned systems remain in use, the department has recently entered a request for proposal process for new, transformed data and case management system. The review of system requirements and features is currently in progress with project completion and the launch of the new system are scheduled to be completed by Q1 FY25.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The state board will continue to look at ways to meet the Governors goal of aligning technology and data systems across partner programs. Under the state workforce board's committee structure is the innovation committee. One of the roles as a sitting member of this committee is to continue to look at ways to align systems improving service delivery and providing good data

to make informed decision making. Over the past few years Tennessee has been a leader among other states having a fully integrated system. As an example, as a participant files their claim for unemployment insurance they are at the same time providing the information to register them as a Wagner Peyser participant. Having the two programs in the same system removes the need to interface with other systems and removes the risk the information not transferring correctly.

Information on how the State board will assist with technology alignment and data systems is in included in the response to question 1 in this section.

IV. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2))

Reporting across the six core programs will be led by the Tennessee Department of Labor and Workforce Development, Workforce Services Division. The Tennessee combined plan outlines reporting under the common performance measures for all core partners. Extract file creation and the processes needed for submittal of WIOA reports for Titles I, II and III will done in the jobs4tn system. The state has developed a process where extract files for each program are downloaded each night to a secure location through an ftp secure file transfer at the state. After the state does an initial review of the file for correctness it is then uploaded to the federal WIPS system where it has to pass all the federal logical and valid edit checks.

In an effort to meet the all WIOA performance requirement Tennessee has successfully implemented the SWIS data sharing agreement. This agreement and process will provide core partners with the out of state wage information necessary to meet the federal reporting requirements. TN Department of Labor will process SWIS wages and provide them to Vocational Rehabilitation and Adult Education each quarter which will be combined with wage data and then be inserted into their extract files that will be used in the calculation of the performance outcomes.

Information about the State's plans to develop and produce required reports is included in the response to question 1 in this section.

Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce development system's six core programs. The performance accountability guidelines require state departments to establish data validation guidelines to ensure the information contained in program reports is valid and reliable. The VR Services Program is currently working to develop internal data validation procedures consistent with these guidelines. These procedures will cover the ongoing collection and documentation of all required data, an assessment of previous and current case documentation, a description of the process for identifying and correcting errors or missing data, annual training for program staff, and will establish a system for ongoing monitoring and regular assessment of the effectiveness of the data validation process.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

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

The Departments of Labor & Workforce Development, Education, Economic & Community Development, Human Services/TANF, Adult Education, and Vocational Rehabilitation are poised to offer educational and employment transitional services. Much of the progress of participants will be tracked through the state's P-20 system, a longitudinal database which increasingly will incorporate workforce data to help to identify, assess, and certify skills for successful careers, and help to promote economic development by connecting workforce development with job creation and growth. Further, the Drive to 55 initiative will increase employer engagement with the workforce development system and expand programs of study that bring together a sequence of career-focused courses that start in high school and extend through college. The Tennessee Department of Education, Division of Career and Technical Education will follow up on youth completers with the emphasis toward continuing competency models in STEM fields; Adult Education will focus on the making sure that they are increasing literacy among adults so that they can achieve their educational goals. Having them prepared to enter into postsecondary education and providing the employers with the talented workforce they need. Vocational Rehabilitation Services, a division of the Tennessee Department of Human Services, is offering full transitional services to youth and adults to help to prevent individuals from dropping out of the programs at crucial times in their education and work life. Tennessee will utilize the Performance Reporting and flexible Ad Hoc Reports module within Jobs4TN to track participants who are exiting from core programs, completing postsecondary education, or entering employment in accordance to the Common Measures under WIOA

In addition to participant performance data, TDLWD WIRED has worked with staff at the P-20 project to produce a report by each of the approximately 200 programs of study of the number and percent of high school CTE completers, community college, TCATS, four-year colleges and universities who are employed two quarters after completing their educational programs. Individuals continuing on to another level of education are excluded. The report also provides earnings information by degree level for these programs of study. This is the second year the information has been available; discussions will take place on reviewing and sharing these student outcome data. It would be enhanced by the ability to include wage data from other states as well.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program currently tracks wage data and credential attainment for four quarters after an individual exits the program. This data is used to assess the progress of individuals receiving VR services who have successfully achieved an employment outcome. VR is currently in a baseline year for wage and credential attainment data.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Accurate wage record data is the gold standard for assessing participant progress (WIOA 116(i)(2)) and accurate performance outcomes. As the regulations make clear the requirement that states use the confidential UC quarterly wage record data to prepare and submit

performance reports. Tennessee's plan to utilize wage record data, which includes SSNs, wages, and employer information such as the FEIN, is founded in compliance with confidentiality provisions in 20 CFR Section 603, as well as in accordance with the requirements of the SWIS (State Wage Interchange System) data sharing agreement. Tennessee was one of the early states to sign and implement the SWIS data share agreement on 8/19/2019 which will take the place of the WRIS and WRIS 2 agreements. This agreement will allow all the core partner programs the ability to receive out of state wage records for the purpose of performance reporting for our core partner programs.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program has a data sharing agreement in place with the Department of Labor that provides the opportunity to access quarterly state UI wages record data for the individuals receiving DRS services. VR also completed the SWIS agreement which allows the VR Services Program to track the wages of individuals who gain employment outside the state of Tennessee. The SWIS agreement provides VR with access to wage data from all states outside of Tennessee that have also agreed to share this information.

By receiving this data, the VR Services Program will be able to assess wage progress for individuals who successfully achieved an employment outcome after they are no longer receiving services from VR.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Tennessee has updated the Privacy Policy to adapt to new technology and any changes in accordance with WIOA. The Privacy Policy will also incorporate the https://www.tn.gov/assets/entities/finance/oir/attachments/PUBLIC-Enterprise- Information-Security-Policies-v2.0_1.pdf as provided by the State of Tennessee, Department of Finance and Administration Office of Information Resources.

 This information is as follows:

Objective: To provide management direction and support for information security in accordance with agency business requirements and relevant state and federal statue and regulations for the State of Tennessee's computing environments.

OIR Information Security Management will initiate and control an enterprise information security architecture that includes, but is not limited to, a policy framework, an organizational and communication framework and a security technology framework.

Agencies may develop agency-specific policy documents as required by the agency or regulatory

requirement provided the minimum requirements set forth in this document are met.

Agencies are responsible for communicating this policy document throughout their respective agencies.

2. PRIORITY OF SERVICE FOR VETERANS

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

Veterans and other eligible persons, defined as covered persons, are ensured Priority of Service (POS) upon entering the Workforce System with the implementation of the following services:

- Identified at the point of entry to programs & services

- Made aware of priority of service

- Made aware of full array of programs and services available to them

- Take precedence over non-covered person in accessing and obtaining services

Covered person means any of the following individuals:

1. A veteran

2. The spouse of any of the following individuals:

    a. Any veteran who died of a service-connected disability

    b. Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, pursuant to section 556 of title 37 and regulations issued thereunder, by the secretary concerned in one or more of the following categories and has been so listed for a total of more than 90 days:

    c. Missing in action

    d. Captured in line of duty by hostile force

    e. Forcibly detained or interned in line of duty by a foreign government or power

    f. Any veteran who has a total disability resulting from a service-connected disability.

    g. Any veteran who died while a disability so evaluated was in existence.

    POS is defined as:

- The right to take precedence over non-covered persons – Depending on the type of service or resource being provided, taking precedence may mean:

- Covered person gains access to services or resources earlier than the non-covered persons when resources are limited

- Priority of Service applies to every qualified job training program funded, in whole or in part, by the Department of Labor

- The proposal states that those with the greatest need should receive priority of service in programs for which they are eligible.

All covered persons are to receive POS at any "point of entry", which includes physical locations, such as AJCs, as well as websites and other virtual service delivery resources. They must also have access to adult and dislocated worker programs.

POS is the responsibility of each staff member within the AJC with oversight and compliance provided by the One-Stop Operator. Reports and on-site reviews ensure adherence to mandated legislative requirements.

JVSG staff work closely with all WIOA partners providing training on current issues that affect Veterans and other eligible persons. The spirit of assisting Veterans and providing priority of service is primarily a legal requirement, but also a moral imperative and meaningful way of doing business.

Priority of Service is monitored by the State Veterans Services Coordinator, who examines Local Board policies and procedures, reviews reports produced through Jobs4TN, conduct on-site monitoring and checks all websites developed with funding from impacted programs or grants to ensure priority of service is provided to Veterans.

WIOA Title I Adult program provides priority services for public assistance recipients, other low-income individuals, or individuals who are basic skills deficient. These participants would receive first priority for services in the order below:

- First, to veterans and eligible spouses who also are included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who also are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.

- Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

- Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

- Fourth, to any other populations identified by the Governor or Local Board for priority.Lastly, to non-covered persons outside the groups given priority under WIOA.

- Lastly, to non-covered persons outside the groups given priority under WIOA.

3. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Reasonable accommodations are provided for all aspects of a customer's experience in the American Job Center (AJC), such as during application/registration for, and provision of, aid, benefits, services, and training. The AJC takes appropriate steps to ensure people with disabilities, including persons who are deaf, hard of hearing, or blind, or who have other sensory or manual impairments, have an equal opportunity to participate in our services, activities, programs, and other benefits. Availability of auxiliary aids and services are promoted through notices and printed materials. Sign language interpreters can be scheduled, and the AJC utilizes relay services for external telephone with TTY users through the state relay service, or using text, email, etc. Persons who are blind or visually impaired may be read to by staff. Staff may also assist customers with difficulty manipulating print materials by holding materials and turning pages as needed, or by providing one or more of the following: note-takers, speaker phones, or other effective methods to ensure effective communication by individuals with manual impairments. During Certification of our AJCs, we partnered with the Department of Human Services Division of Vocational Rehabilitation (VR) to provide on-site ADA reviews of all facilities, Comprehensive, Affiliate and Specialized Centers to ensure services were accessible to individuals with disabilities; staff was ready to accommodate individuals with disabilities; signage was posted to make individuals aware of accommodations for individuals with disabilities. VR made recommendations and provided follow up visits, if recommendations were required. AJCs ensure materials are available in alternative formats, adjustable computer work stations are accessible in the resource room, computers are equipped with Windows Ease of Access features which include magnification, narration, and on-screen keyboards and/or EVAS computer system which is specifically designed for the visual, physical, hearing or learning disabled. Some AJCs have installed the Purple Software for persons who are hearing impaired with a Web-Cam available for video/visual interpreter assistance. All AJCs have access to the AVAZA Language Line and Interpreting: HIPAA, ADA and Title VI compliant; a great solution for LEP and/or Deaf and Hard of Hearing Community; has trained medical interpreter available for on demand or scheduled sessions 24/7/365 access.

Accommodations are made according to individual need in order to ensure the customer receives equal benefits from the program or activity, and will be able to compete fairly. Auxiliary aids and services are available upon request to individuals with disabilities. The AJC staff participates in annual trainings related to providing service to customers with disabilities. The Local Workforce Development Board coordinates with the broader community, including transportation agencies and existing public and private sector service providers including Social Security Administration's Employment Network for the Ticket2Work program, to ensure that the AJC and services are accessible to all customers, including those with disabilities.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program provides on-going assistance to the Local Workforce Development Boards for the American Job Center (AJC) certification process by conducting accessibility and accommodation surveys to ensure that physical and programmatic accessibility of facilities, programs and services accommodates people with disabilities.

Physical accessibility includes an examination of external and internal barriers. External accessibility factors include topography, accessible parking, travel routes to the entrance and entrance accessibility. Internal physical accessibility factors include: travel and facility use barriers in reception areas, resource rooms, hallways, class and conference rooms, offices, rest rooms and drinking fountains; appropriate room identification signage; and emergency alarms and egress planning.

Programmatic accessibility includes an examination of accommodations, and notifications of accommodations, for individuals with physical or sensory disabilities for computers, written or visual communication, and training. Accommodations may include screen readers and magnifiers, larger monitors, alternative key boards, track ball mouse, Brailed or large print documents, sign language interpreters, adjustable computer work stations, text or video phones, closed captioning and FM assistive listening systems.

The VR Services Program provides: training on disability awareness; consultation on assessing and employing people with disabilities, employer engagement and education, assistive technology, benefits planning, tax incentives and Ticket-to-Work; and assistance with obtaining Brailed documents and scheduling sign language interpreters.

The VR Services Program provides AJCs electronic and face-to-face links to the VR program statewide. VR ensures that all affiliate and comprehensive AJCs are aware of how to contact VR and make referrals of people with disabilities. Co-located VR staff at comprehensive AJCs work together with all co-located partners to provide seamless services for people with disabilities through collaboration on referrals, program eligibility, program planning, available services and shared funding, when appropriate.

4. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

Basic Career Services are made available, such as Initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs, Labor exchange services, including job search and placement assistance, career counseling, provision of information on in-demand industry sectors and occupations, provision of information on nontraditional employment. Improved availability, a welcoming atmosphere, inclusive settings, and high quality customer service benefit all customers. This extends services and outreach not just to individuals who walk in the door, but also to those who have become disengaged in the labor force. Integrated, quality services are provided to all customers within the center and via technology through online or phone access. Principles of

universal design are considered when designs have inclusive space and materials available to individuals regardless of their range of abilities, mobility, age, language, learning style, intelligence, or educational level. Individualized Career Services include Comprehensive and specialized evaluation to Identify barriers to employment and employment goals, Individual Counseling, Internships and work experiences, Development of Individualized Employment Plan (IEP), Career/Vocational Planning, Workforce preparation activities, Financial literacy services, follow up services, English language acquisition and integrated education and training programs. Additional individualized career services also include HiSET testing on site, Mock Interview, Dress for Success and Resume assistance workshops.

All AJCs have access to the AVAZA Language Line and Interpreting: HIPAA, ADA and Title VI compliant; a great solution for LEP and/or Deaf and Hard of Hearing Community; has trained medical interpreter available for on demand or scheduled sessions 24/7/365 access.

Procedures:

Adult Education services available in comprehensive American Job Centers will include providing initial math, reading, and English language proficiency assessments to WIOA customers. For English language learners, this assessment is the CASAS, which provides a screening of the learners' English language oral, reading, and writing skills, and a comprehensive analysis of their reading and listening skills.

Customers who desire to improve their English language skills will be referred by American Job Center staff to a local Adult Education English-as-a-Second-Language (ESL) program. Some areas of the state will also have Integrated English Language and Civics Education programs available for students; these programs will help students learn about American civics, rights, and responsibilities, provide integrated education and occupational training opportunities, as well as provide ESL instruction. Adult Education program staff will also coordinate with other WIOA partner programs at the American Job Centers to ensure English language learners have access to wraparound services, and are referred to other programs that could improve their workforce preparation and career opportunities.

Staff Training:

American Job Center staff who will have initial interactions with English language learners will be trained on basic intake procedures, including ensuring that the learners are given the appropriate intake screening and CASAS assessments. Staff members who administer screening an CASAS assessments will be trained in accordance with the state's Adult Education Assessment Policy in order to ensure reliable and customer-focused practices. Adult Education staff members who instruct English language learners in ESL activities must meet the state's minimum qualifications, in accordance with the Adult Education Instructor Qualifications Policy. These qualifications include holding a minimum of a bachelor's degree, and having active educator licensure or TESL/TEFL certification. For instructors who do not meet these qualifications, a waiver process will be offered to allow prospective instructors to do basic training in ESL and adult learning.

Resources:

The Adult Education program will ensure that program materials are made available at all American Job Centers and are translated and made available in some of the more common

native languages spoken by local English language learners.

The Tennessee Department Human Services (TDHS) - Vocational Rehabilitation (VR) Services Program provides on-going assistance to the Local Workforce Development Boards and the American Job Center (AJC) by conducting accessibility and accommodation surveys to ensure that physical and programmatic accessibility of facilities, programs and services accommodates people with disabilities, including English language learners. Additionally, VR partners with Tennessee Disability Pathfinder to provide free information, resources, support, and referrals to Tennesseans with disabilities of all ages, all types of disabilities, and all languages spoken. To address the needs of Tennessee's growing multicultural population, Tennessee Disability Pathfinder provides cultural awareness, education, training, and one-on-one help. Regardless of nationality or language spoken, free assistance for individuals with disabilities and their families is just a phone call away.

Tennessee Disability Pathfinder also includes a state-wide online database catering to the Spanish-speaking population, which covers disability issues, and mental health and social services. It offers information about agencies and its bilingual staff (English and Spanish). By linking individuals directly to culturally competent Spanish-speaking providers, obtaining resources becomes much easier. Lastly, Tennessee Disability Pathfinder provides assistance to non-profit agencies striving to serve more culturally diverse populations.